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ABSTRACT

The revised Refugee Education and Employment Program (REEP) curriculum, integrating the original 1982 REEP curriculum and the federal Mainstream English Language Training (MELT) project guidelines, provides instructional direction to teachers of adult refugees and immigrants in immediate need of basic survival and social language skills. The guide translates this need into competency-based instructional objectives and language functions, and provides suggestions for materials and teaching techniques. The curriculum provides two tracks of instruction to accommodate differences in educational background and learning ability; this volume contains Track A, for use with semi-literate and educationally disadvantaged students with 5 or fewer years of education in their native countries. Each track consists of four proficiency levels, each containing 9-11 instructional units or topics. For each topic, the guide provides a list of performance objectives and a list of language functions and corresponding structures to be mastered. Each performance objective is also indexed to a competency on the general competency list. Appended materials include a chart of reading and writing enabling skills for each level, a list of cross-cultural questions, pronunciation notes, suggestions for activities and classroom techniques, a resource list, and questions that may be asked of immigrants by the U.S. Immigration and Naturalization Service. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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The REEP CURRICULUM

Revised Edition

Competency-Based ESL for Adults

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Volume I

Track A

FL 800 008

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THE REEP CURRICULUM

Revised Edition

Competency-Based ESL for Adults

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This revised edition is the result of the integration of the MELT Project's guidelines with REEP's original curriculum (Van Duzer and Mansoor, 1982).

The following members of REEP's staff have contributed to this edition: William Anderson, Betsy Bailey, Mira Hankins, Jamila Issaq, Blanche Koteen, Clare O'Leary, Viriyane Richardson, Emily Skinner, Hayib Sosseh, and Carol Van Duzer.

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INTRODUCTION

Background to the Curriculum

The Refugee Education and Employment Program (REEP) is a federally funded program established to help refugees become self-sufficient through English language training and job development. Over the last nine years, we have been involved in projects at both state and national levels. The staff has done extensive training in the area of competency-based English as a Second Language. In 1982, The Reep Curriculum, a functional approach to competency-based ESL, was published.

In late 1983, the Office of Refugee Resettlement funded REEP to be one of seven sites nationwide to participate in a national demonstration project called the Mainstream English Language Training (MELT) Project.[1] The overall goal of the MELT Project was "to identify, examine, and document certain criteria as they relate to the linkage of overseas ESL training and domestic ELT programs. These are criteria pertaining to assessment and testing, student performance levels, and ELT curriculum design" (Federal Register, August 1983). The REEP Curriculum, Revised Edition, is the result of the integration of the MELT Project with the original REEP curriculum.

In this revised edition, we maintain the basic goals, rationale, and organization of the original curriculum. It is a comprehensive system developed for programs teaching ESL to adult immigrants and refugees. As such, it provides instructional direction to teachers of learners in immediate need of basic survival and social language. The revised curriculum translates this need into instructional objectives and language functions (what to teach), and provides suggestions for materials and teaching techniques (how to teach it).

In this curriculum we have established learning objectives to meet our students' immediate language needs. The original curriculum was developed because we had found that an approach which focused primarily on grammatical structure was ineffective with adult immigrant learners. The grammatical approach delayed the satisfaction of students' need to communicate and neglected essential non-grammatical factors in communication such as setting, purpose, and appropriateness of language.

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[1]The other MELT sites were San Francisco Community College District, San Diego Community College District, Spring Institute of International Studies of Denver, Northwest Educational Cooperative of Illinois, Project Persona of Providence, and International Institute of Boston. RMC Research of New Hampshire, the American Council for Nationalities Service of New York, and the Center for Applied Linguistics of Washington, D. C., were involved in the Project's coordination, data collection, and training.

In order to meet this need, we reconsidered the priority of our teaching goals. Using a functional approach, we developed a system which integrated the teaching of language functions with both grammatical forms and the life tasks our students encounter day to day.

The basis for much of this curriculum is the linguistic analysis and process used by the Council of Europe's Modern Language Project (Van Ek, 1980). The council's work, recognized worldwide as an important reference, was initiated to improve and broaden the learning of modern languages. The project determined a "threshold level" of competence defined as the lowest level of general foreign language ability to be sufficient for communication. Until learners attain the threshold level, their communication possibilities are limited. Upon attaining this level, transfer of language learned to new tasks begins, thus enabling learners to adapt to most everyday situations, even if not specifically trained for them. The REEP Curriculum applies this threshold-level theory to competency-based ESL.

The 1982 REEP Curriculum and the Revised Edition

While the revised edition is very similar to the original REEP curriculum, we have made a number of significant additions and refinements. These changes have grown out of both the MELT Project and our own experience using the curriculum.

First among the changes is the addition of this expanded introductory section aimed to provide background and practical teaching information. Five appendices have been added to serve as references and resources for teaching techniques, materials, reading and writing enabling skills, cross-cultural questions, and pronunciation. Also new is the indexing of performance objectives to a list of general competencies. This allows teachers to examine how performance objectives develop from level to level to promote students' mastery of those competencies.

Throughout the curriculum we have placed a greater emphasis on promoting employment and independence. This is most evident in the appearance of the new topics "On the Job" and "Money/Banking," and the new B-Track level, B-IV. We have reassessed the content of the survival competencies in the 1982 curriculum, and rewritten, tested, and refined them to be more specific and measurable performance objectives. We have also refined the process for evaluating and documenting student achievement of these objectives.

In making all these changes, we have aimed to reflect the evolving needs and priorities for curricula of refugee and immigrant ESL programs in the United States.

Organization of the Curriculum

The REEP curriculum is a two-track system of instruction which provides for differences in educational backgrounds and learning abilities. Track A is for use with semi-literate and educationally disadvantaged students with five or fewer years of education in their native country. Track B is for use with students with more than five years of education.

Each track consists of four proficiency levels, and each level provides a maximum of 180 hours of instruction. Completion of Levels A-III or B-II corresponds to a traditional low-intermediate level of oral language proficiency. B-III corresponds to intermediate, and B-IV to high intermediate.

Every level consists of nine to eleven instructional units or topics requiring an average of 12 to 15 hours of instruction each. The topics are organized to develop students' language proficiency while the students perform certain competencies--essential job and life tasks. For every topic there is a performance objective page, which lists the tasks to be performed, and a language page, which lists the language functions and corresponding structures to be mastered to perform those tasks. Each performance objective is indexed to a competency on the list of general competencies, thus identifying the larger lifeskill toward which students are working.

Performance Objective Page

Key Performance Objectives. Objectives preceded by the work "Key" (as in Key 1) are those objectives considered most crucial as lifeskills and most representative of students' linguistic ability. Only key objectives need to be formally evaluated and are, therefore, represented on achievement plans.

Some key objectives are followed by an enabling objective (marked as such by a double asterisk, **). Enabling objectives are subskills vital to the mastery of the task outlined in the key performance objective.

Non-Key Performance Objectives. Following the key performance objectives are unmarked, non-key performance objectives. While not formally evaluated, these objectives represent important lifeskills which students should begin working on at that level. Many of these performance objectives will become key performance objectives at higher levels.

Suggested Resources. For each topic, we have indexed texts containing units and exercises which REEP teachers have found to be most appropriate for our students and curriculum. These materials include the language and vocabulary to be taught and practiced for achievement of the objectives. These are suggested resources. Teachers should select materials based on the needs and abilities of their particular students.

Remember to Address. Each Performance Objective page contains this reminder to regularly address reading and writing skills, cross-cultural questions, and pronunciation. Resources for each of these are found in the appendices.

Language Page

Functions. Functions form the basis of the language taught using this curriculum. Functions are the units of communication that identify the outcome or purpose of an utterance. They are derived from the communication which occurs in a topic area (e.g., Transportation: ask for information, give directions).

Examples. The examples listed to the right of the functions represent how those functions may be expressed. They exemplify the complexity of language expected at that level.

Structure. In the next column we have identified the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Related Items. Suggestions for materials/realia to be used and other information needed for lesson planning are listed in this column

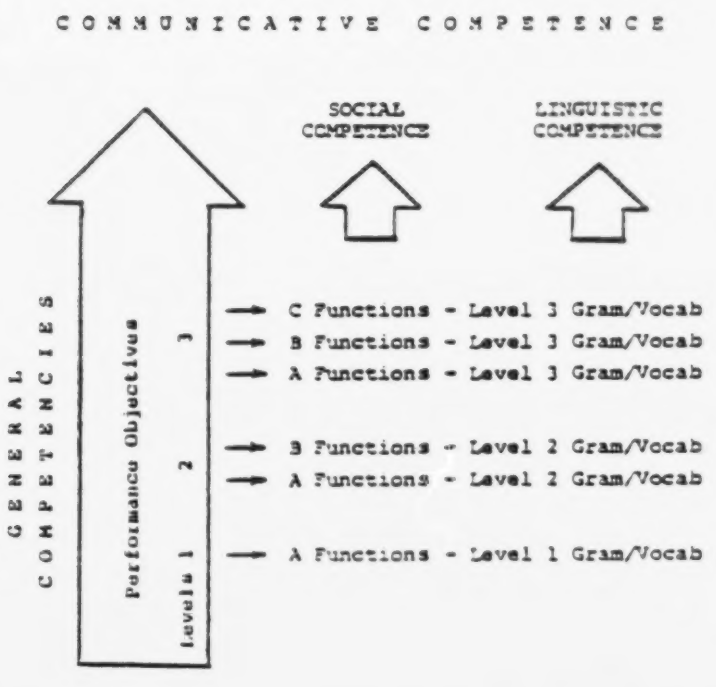
The Functional Approach to Competency-Based ESL

A competency-based education program is made up of the lifeskills needed by an individual to function in the world outside the classroom. A competency-based language program focuses on the linguistic and communication skills needed by the individual to master those lifeskills. In this curriculum we have combined general competencies, performance objectives, functions, and structures to promote that mastery.

As you go through the topics and from level to level (See Figure 1):

- General competencies are developed and evaluated through increasingly more demanding and complex performance objectives.

FIGURE 1


COMMUNICATIVE COMPETENCE
SOCIAL COMPETENCE
LINGUISTIC COMPETENCE
GENERAL COMPETENCIES
Performance Objectives
Levels 1 2 3
C Functions - Level 3 Gram/Vocab
B Functions - Level 3 Gram/Vocab
A Functions - Level 3 Gram/Vocab
B Functions - Level 2 Gram/Vocab
A Functions - Level 2 Gram/Vocab
A Functions - Level 1 Gram/Vocab

- Performance objectives involve more language use and the use of a greater number of language functions as communication and interaction increase.

- Within each function, the level and complexity of the grammar needed to express that function increases.

An important feature of this curriculum is "recycling." As you move within a level, functions are introduced and in one topic then used again in others. The structures used to express that function are reviewed as new ones are introduced. Recycling of functions and tasks occurs from topic to topic and from level to level.

Using the Curriculum

In this section we discuss how to work with the curriculum while planning lessons and evaluating student performance.

Lesson Planning

Before beginning a unit, look over its performance objective page and language page. The objectives outline the tasks the students will perform, and the functions and structures outline the language students must learn in order to perform those tasks. As you review these two pages, consider the emphasis you will place on each task/function and the order in which you will teach them. Keep in mind, as well, that key objectives will be evaluated and the results will be recorded on achievement plans.

There is not a one-to-one correspondence between lessons and objectives. Several objectives may be covered in one lesson, or one objective may require more than one lesson. Consider how objectives are related and may be combined. Some will involve the same or similar resources, activities, functions, and/or structures.

Once you have a broad unit/topic plan, you can begin to plan your lessons in detail. You might proceed as follows:

(1) Select the performance objective(s) around which you will organize the lesson.

(2) Select the language functions, structures, and vocabulary which will be your focus for the performance of the objectives.

(3) Consult the "Suggested Resources" for texts and the appendices for activities which correspond to the task(s) at hand.

(4) Consider the particular needs of your students and select reading and writing enabling skills, pronunciation points, and cross-cultural questions which should be addressed.

(5) If the objectives are marked "Key," also determine an evaluation activity for assessing student achievement of the objective.

Evaluation

Evaluation is an integral part of competency-based education. Through evaluation we certify that our students have mastered the competencies that have been set for them. It provides students with feedback on their progress. This is important because when they see their inventory of skills grow, their confidence and motivation increase as well. Evaluation feedback allows teachers to determine the effectiveness of their instruction. They can then make adjustments to ensure that the needs of students are being met.

Although some kind of evaluation should take place on a daily basis, at this time we are chiefly concerned with the formal (documented) evaluation of key performance objectives. The performance objectives provide the contexts within which students learn and practice language. At the top of each performance objective page, you will find "Students will be evaluated on their ability to perform these tasks using the language outlined on the following page." We evaluate student ability to use the functions and structures taught while completing the tasks stated in the performance objectives. We consider all aspects of the students' ability to use language: what they can achieve through speaking, listening, reading, and writing.

At the same time, we consider the quality of a student's performance by judging its acceptability by native speakers--the ability to get the job done. In a competency-based program, evaluation is criterion-referenced. Each student's performance is rated according to a set standard rather than in relation to the performance of other students in the class. At the beginning of each level you will find the exit characteristics, Student Performance Level (SPL), for students at that level. These SPL's describe how well a student is expected to perform. This description, along with the evaluation criteria included at the end of this section, form the standards for evaluation. Students who meet these criteria can progress to the next level.

In addition to identifying performance (e.g., ask and answer, locate, call), key performance objectives specify how the task is to be performed by stating conditions, the performance situation (e.g., given a simplified map, given newspaper housing ads). By looking at the condition, you know the constraints under which students will be evaluated, and the tools and materials they will need to use. These conditions, together with performance objectives and criteria, guide you in developing evaluation activities.

Although actual performance in a real-life situation is the ideal measure of competency, this is not always possible within the confines of the classroom. However, we can set up the next best thing, which is a simulation of such a situation.

Objectives requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, an objective may require that students be able to make an emergency phone call. Each student could pick a card which describes an emergency situation and then use a telephone trainer to call for appropriate

assistance. The teacher could act as operator while evaluating student performance. For objectives requiring performance in a post office, supermarket, department store, or office, the whole classroom could be turned into that setting. Students might be required to perform specific tasks at various "counters" staffed by fellow students or volunteer aides, while the teacher circulates to evaluate individuals on their ability to complete the assigned task. Roles could rotate among the students until all have had a chance to demonstrate their competency. Objectives involving reading and writing skills can be evaluated with pencil and paper tests. For example, students could be asked to complete forms, write checks, take messages, or find numbers in the telephone directory.

After the evaluation activity, it is the teacher's responsibility to record the students' mastery of or inability to perform the task on the achievement plans. This curriculum provides for two distinct achievement plan formats: one for the LIteracy, A-I, and A-II levels, and the other for A-III and all B-track levels.

Literacy, A-I, and A-II Achievement Plans list the key performance objectives for each time block and all students' names on one master sheet. The teacher evaluates the students' performance of the task according to the established criteria stated in the curriculum (see evaluation criteria, A-Track).

A-III and B-Track Achievement Plans list the key performance objectives on individual forms to be given to the students at the end of each three-week time block. If the student is able to successfully perform the task using the language taught, the teacher checks the task on the achievement plan. The students are also evaluated on their general language ability expressed in terms of pronunciation, listening, grammar, vocabulary, reading, and writing (see evaluation criteria, B-Track). Achievement plans also provide a space for teacher's comments to the student.

Teachers can give blank achievement plans to the students at the start of a unit of study in order to make objectives known to them. Students can ask questions about the key objectives listed there and so become prepared for the upcoming topic/tasks. At the end of each time block, the plans are returned for students to sign and discuss with their teachers. Students may want a copy of their achievement plans for themselves so that they can monitor their own progress.

EVALUATION CRITERIA

The achievement plans are used for recording student progress. The teacher assesses the students' language ability as they are performing the tasks and evaluates the efficacy of the communication taking place.

LITERACY, A-I, A-II EVALUATION CRITERIA

0 Student is unable to perform task; cannot be understood.

1 Student communicates message but makes errors; understood if attentive.

2 Student conveys a structurally correct message; easily understood.

The A-III and B-Track levels require a two-step evaluation. First, students are evaluated on their ability to use the language taught to perform the task. If successful, they receive a check for the task. At the end of each three-week time block, the teacher also evaluates the students' general language ability. This is a global assessment based on the students' ability for their level. Therefore, students at any level might receive "Good"; they would differ in the <u>complexity</u> of the language taught at the different levels.

A-III AND B-TRACK EVALUATION CRITERIA

<u>Good "3"</u>

Pronunciation	No serious mispronunciations; easily understood.
Listening	Understands at nearly normal speed; may ask for clarification.
Grammar	Controls most of the structures taught but makes occasional errors that do <u>not</u> obscure meaning; corrects self.
Vocabulary	Actively uses vocabulary taught and readily understands new vocabulary in context.
Reading/Writing	Easily comprehends required reading; has no problems completing forms; handles daily writing tasks with only occasional errors.

Satisfactory "2"

Pronunciation	Some mispronunciations leading to confusion; understood if attentive.
Listening	Understands at slower-than-normal speed; some repetition is necessary.
Grammar	Control of simple structures, but makes errors which occasionally obscure meaning; can correct self when questioned.
Vocabulary	Understands most vocabulary taught, although all may not be part of students' active repertoire.
Reading/Writing	Comprehends required reading when guided by questions; has no problems completing forms; handles daily writing tasks with frequent errors.

Needs Improvement "1"

Pronunciation	Frequent mispronunciations; cannot be understood.
Listening	Understands only slow speech using familiar language.
Grammar	Very little control of structures taught, making comprehension difficult.
Vocabulary	Understands and uses minimum vocabulary.
Reading/Writing	Needs assistance for minimal comprehension of required reading; has problems completing forms; difficulty with daily writing tasks.

SEQUENCE OF UNITS IN A TWELVE-WEEK TERM

	Literacy	A-I	A-II/B-I	A-III/B-II	B-III	B-IV
3 WKS	Personal ID Housing/Classroom	Personal ID Housing/Classroom	Personal ID Time/Weather	Personal ID Telephone/Communication	Personal ID Telephone/Communication	Personal ID Intro to Newspaper
3 WKS	Time/Weather Money/Banking	Time/Weather Money/Banking Clothing/ Consumerism	Money/Banking Clothing/Consumerism Transportation	Food Health Money/Banking	Food Health Money/Banking	Housing Telephone/Communication Finding a Job
3 WKS	Transportation Clothing/ Consumerism	Health Transportation Food	Housing Food Health	Finding a Job Housing Clothing/Consumerism	Transportation Housing Clothing/Consumerism	On the Job Community Services Transportation
3 WKS	Food Health	Finding a Job On the Job	Community Services Finding a Job On the Job	Transportation On the Job Community Services	Finding a Job On the Job Community Services	Upgrading Your Job Money/Banking

INDEX FOR A-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Clothing/Consumerism

A Identify articles of clothing. (L*, I, II)
B Wear clothing appropriate for weather conditions/ social situations. (I, III)
C Read price tags. (I, III)
D State clothing needs and preferences. (L, I, II, III)
E Locate items in a department store. (II)
F Read clothing care instructions. (II, III)
G Return/exchange merchandise. (II, III)

Finding a Job

A Identify and discuss occupations. (I, II)
B Identify local job possiblities and state preferences. (I, II, III)
C Fill out a job application. (I, II, III)
D Read and respond to want ads and signs. (II, III)
E Participate in a job interview. (III)

*L = Literacy.

Community Services

Post Office

A Address and mail letters/packages. (II)
B Purchase postage for letters/packages. (II, III)
C Complete postal forms and money orders. (III)

Library

Identify and use library services. (III)

Food

A State food needs. (L, I, II, III)
B Compare prices. (I, II, III)
C Understand weights, quantities, and containers. (I, II)
D Locate items in a supermarket. (L, I, II, III)
E Use unit pricing to determine best places to shop. (III)
F Order a meal in a restaurant. (II)
G Discuss food preparation and eating habits. (L, II, III)

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INDEX FOR A-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Health

A Identify parts of the body, ailments, and injuries. (L, I, II)
B Know treatment for ailments and injuries. (L, I, II)
C Make emergency phone calls. (L, I, II, III)
D Follow a doctor's/nurse's instructions. (II)
E Make, cancel, and reschedule medical appointments. (I, II, III)
F Read labels on medicine bottles and household products. (III)
G Call school/workplace to report absence. (III)
H Complete medical history forms. (III)

Housing

A Identify classroom objects and follow classroom procedure. (L, I)
B Identify types of housing/rooms/furniture. (I, II)
C Give home address and describe location. (I, II)
D Discuss household maintenance. (II)
E Call for household repairs. (II, III)
F Respond to housing ads and signs. (III)
G Rent an apartment. (III)

Money/Banking

A Identify coins and bills. (L, I, II)
B Make cash purchases. (L, I, II, III)
C Write and endorse checks. (I, II, III)
D Identify banking terms and services. (III)

On the Job

A Give and follow work-related instructions. (I, II, III)
B Understand written information at the worksite. (I, II)
C Discuss work tasks and procedures. (I, II, III)
D Complete work-related documents. (I)
E Notify employer before lateness or absence. (II, III)
F Understand paychecks. (III)

INDEX FOR A-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Personal Identification

A Describe self and others. (L, I, II, III)
B Complete personal data forms. (L, I, II, III)
C Interact socially. (L, I, II, III)
D Identify family relationships (and discuss family life). (L, I, II)

Time and Weather

A Tell time. (L, I, II)
B Read and write days and dates. (L, I, II)
C Tell about daily schedule. (I, II)
D Describe weather conditions. (I, II)

Telephone/Communication

A Initiate and end conversations. (III)
B Take and leave messages. (III)
C Use telephone books. (III)
D Respond to wrong numbers (on the telephone). (III)
E Understand how to use the operator. (III)

Transportation

A Use local transportation. (L, I, II)
B Give and follow directions. (I, II, III)
C Use maps. (II, III)
D Obey traffic signs. (L, I, II)
E Use transportation schedules. (II, III)
F Call for transportation information. (III)

INDEX OF FUNCTIONS

Literacy

	Personal ID	Housing/Classroom	Time/Weather	Money/Banking	Transportation	Clothing/Consumerism	Food	Health
	Literacy							
IMPART/SEEK FACTUAL INFO								
Identify Self/Others	✓							
Identify Objects		✓	✓	✓		✓	✓	✓
Identify Signs/Symbols			✓		✓			
Report Descriptive Info:								
Location				✓				
Quantity/Price							✓	
Ask/Answer Requests for Clarification	✓			✓				
Ask/Answer Requests for Info	✓		✓		✓		✓	
Request Assistance								✓
EXPRESS/FIND OUT EMOTIONAL ATTITUDES								
Express/Inquire about:								
Likes						✓		
Pain								✓
Needs	✓			✓			✓	
GETTING THINGS DONE (SUASION)								
Instruct Someone To Do Something		✓						
SOCIALIZE								
Greet/Take Leave	✓		✓					

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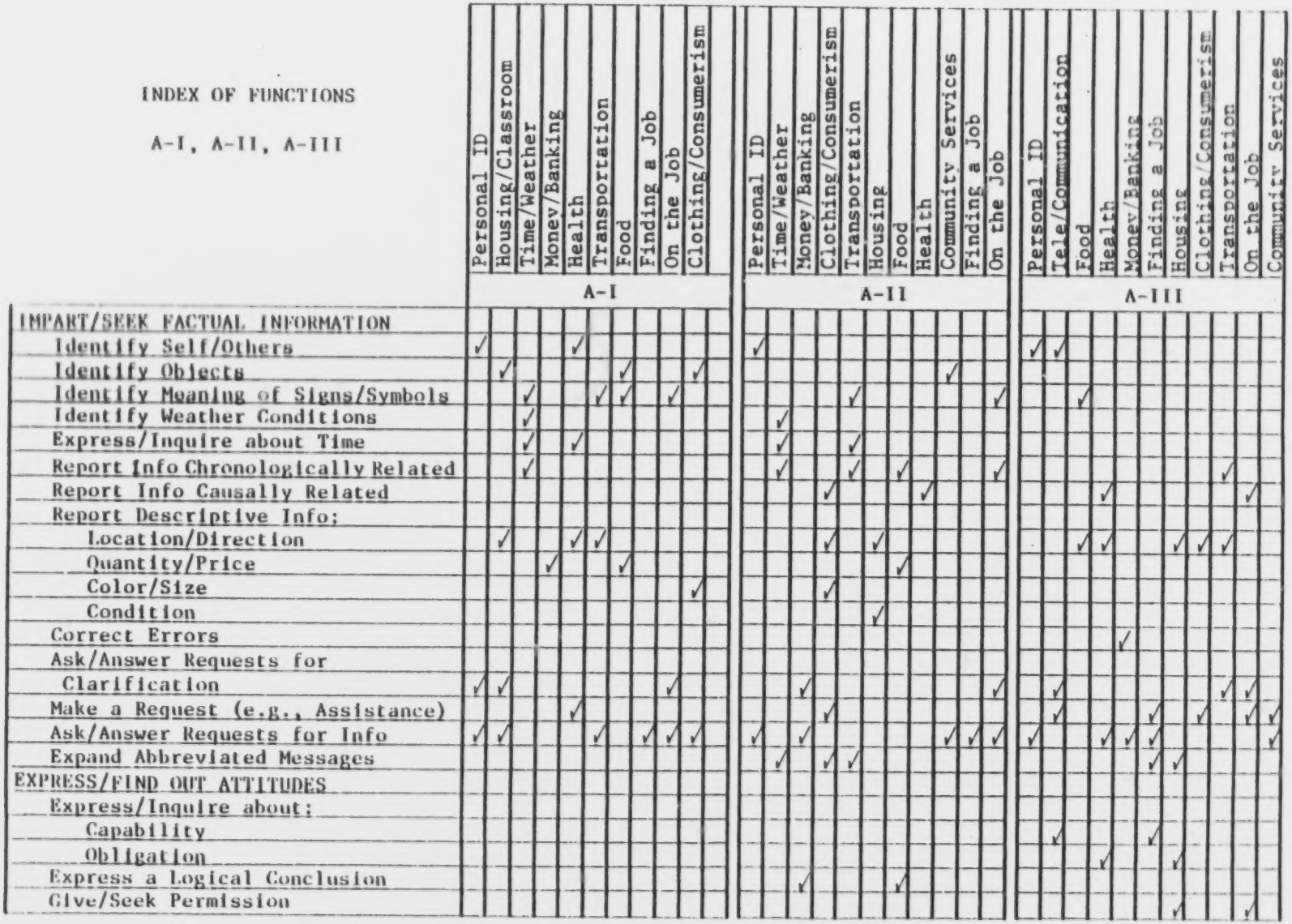
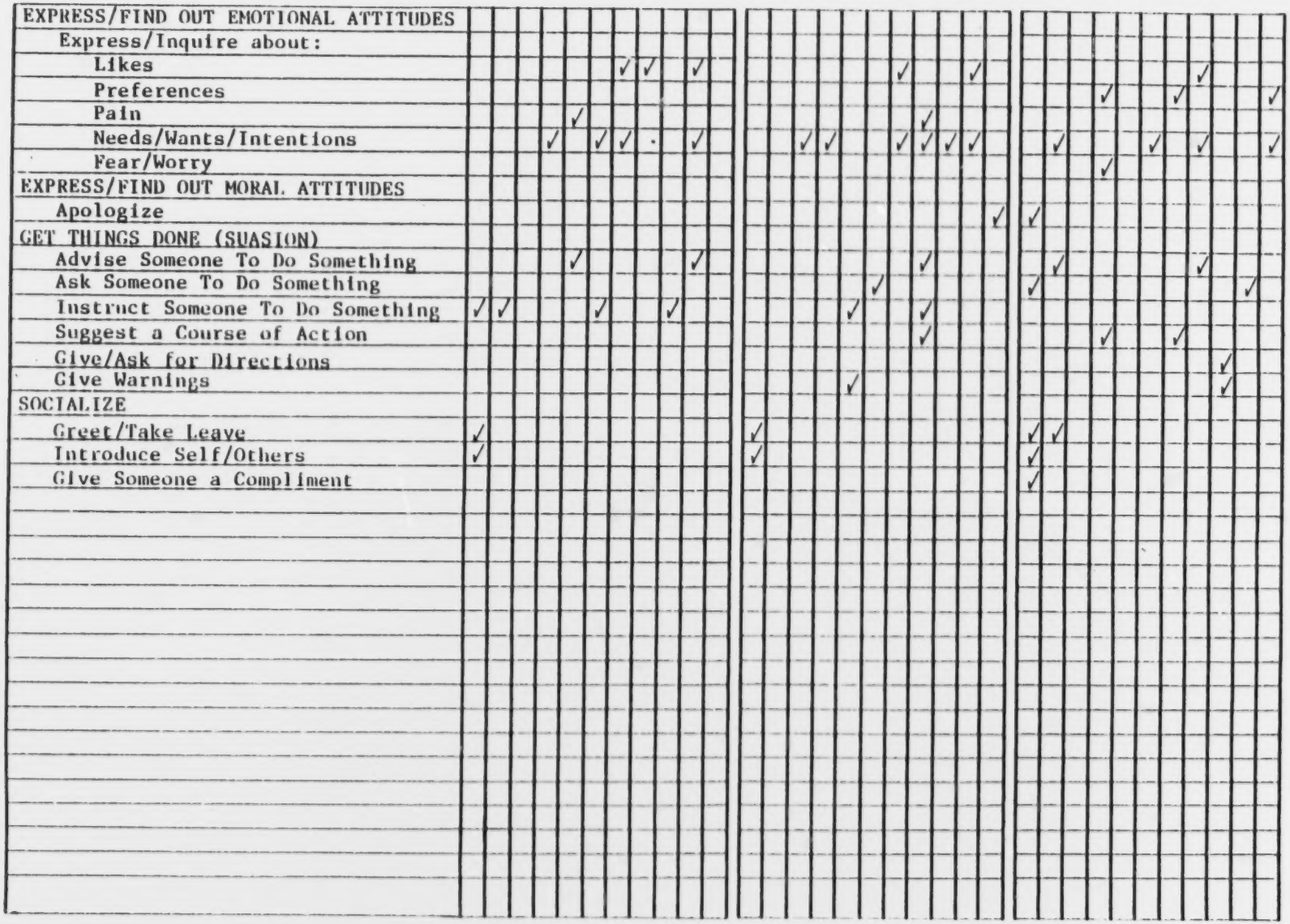
INDEX OF FUNCTIONS

A-I, A-II, A-III




EXPRESS/FIND OUT EMOTIONAL ATTITUDES
Express/Inquire about:
Likes
Preferences
Pain
Needs/Wants/Intentions
Fear/Worry
EXPRESS/FIND OUT MORAL ATTITUDES
Apologize
GET THINGS DONE (SUASION)
Advise Someone To Do Something
Ask Someone To Do Something
Instruct Someone To Do Something
Suggest a Course of Action
Give/Ask for Directions
Give Warnings
SOCIALIZE
Greet/Take Leave
Introduce Self/Others
Give Someone a Compliment

INDEX OF STRUCTURES

Structure	Lit	AI	AII	AIII	BI	BII	BIII	BIV
ADJECTIVES								
Adjectives + noun		x	x		x	x		
Comparative				x		x	x	x
Demonstrative			x	x	x			
Indefinite								
much/many			x	x	x	x		
some/any		x	x	x	x	x	x	
Possessive	x	x			x			
Superlative				x			x	x
ADVERBIALS								
Cause			x	x	x	x	x	x
Frequency			x					x
Means		x	x		x	x		
Reason						x	x	x
Sequence markers				x		x	x	x
Time								
already/yet		x		x		x	x	x
for/since/ago						x	x	x
when/while							x	x
Too/also				x	x	x		
Very	x		x		x			
Very/too/enough			x	x	x	x	x	
ARTICLES		x	x		x	x		
BE								
Be + adjective	x	x	x		x			
Past		x	x	x	x	x		
Present	x	x	x	x	x	x		

Structure	Lit	AI	II	AIII	BI	BII	BIII	BIV
CONDITIONAL CLAUSES								
real present				x		x	x	x
unreal present							x	x
CONJUNCTIONS								
and		x	x	x	x	x		
both...and							x	x
but			x	x	x	x		
either/neither						x	x	x
or				x	x	x		
EMBEDDED QUESTIONS							x	x
GENERAL "YOU"				x		x	x	
IT (SUBJECT)	x	x			x		x	x
MODAL VERBS								
can			x	x	x	x	x	x
could						x	x	x
may			x	x			x	x
might								x
must/have to			x	x	x	x	x	x
will				x	x	x	x	x
should			x	x	x	x	x	x
would						x	x	x
perfect modals								x

INDEX OF STRUCTURES (Continued)

Structure	Lit	AI	AII	AIII	BI	BII	BIII	BIV
NEGATIVE QUESTIONS								x
NOUNS								
Clauses								x
Count/noncount		x	x	x	x	x	x	
Modifications								
adj. + noun			x	x	x	x		
noun + noun				x		x	x	
Possessive('s)			x		x			
Singular/plural	x	x	x	x	x	x		
PREPOSITIONS								
Of place		x	x	x	x	x	x	
Of time		x	x		x			
PRONOUNS								
Demonstrative	x	x	x	x	x	x		
Indefinite								
some/any				x		x		
anything/nothing/ something							x	x
Object		x	x		x	x		
Possessive						x		
Subject	x	x	x		x			
RELATIVE CLAUSES							x	x
REPORTED SPEECH							x	x
TAG QUESTIONS								x

Structure	Lit	AI	II	AIII	BI	BII	BIII	BIV
THERE IS/ARE			x	x	x	x		
TWO-WORD VERBS								x
VERBS								
Passive							x	x
Patterns								
sequence of tenses						x	x	x
verb + verb-ing						x	x	x
verb to + verb		x	x	x	x	x		
Tense								
future - going to			x	x	x	x	x	x
continuous								x
imperative	x	x	x	x	x	x	x	x
past continuous						x		x
present continuous		x	x		x	x		
present perfect continuous				x		x	x	x
simple past			x	x	x	x		
simple present	x	x	x	x	x	x		
WH-QUESTIONS	x	x	x	x	x	x	x	x
WOULD LIKE/TO				x		x	x	x
WOULD RATHER				x		x	x	x
X MEANS Y		x	x	x	x	x		
YES/NO QUESTIONS	x	x	x	x	x	x	x	x

GUIDELINES FOR PERFORMANCE OBJECTIVES

In writing the revised performance objectives, we have adopted the following guidelines and space-saving conventions:

- Role plays and simulated situations are acceptable activities for the demonstration of all objectives.
- All performance objectives are oral unless stated otherwise, with this understanding: "identify" means orally.
- All performance objectives are in person unless stated as "on the phone." Evaluating objectives on the phone may involve the use of a telephone trainer or similar device.
- All materials and forms are real unless stated as simplified or from a level text.
- Mastery of an objective which involves writing is demonstrated by its acceptability outside the classroom.
- Any performance objective stating "ask" includes understanding typical responses as part of the performance.
- Objectives do not specify the vocabulary required for their mastery. This vocabulary can be found in the resources recommended for each topic at each level.

3

LITERACY

LITERACY: STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL I)

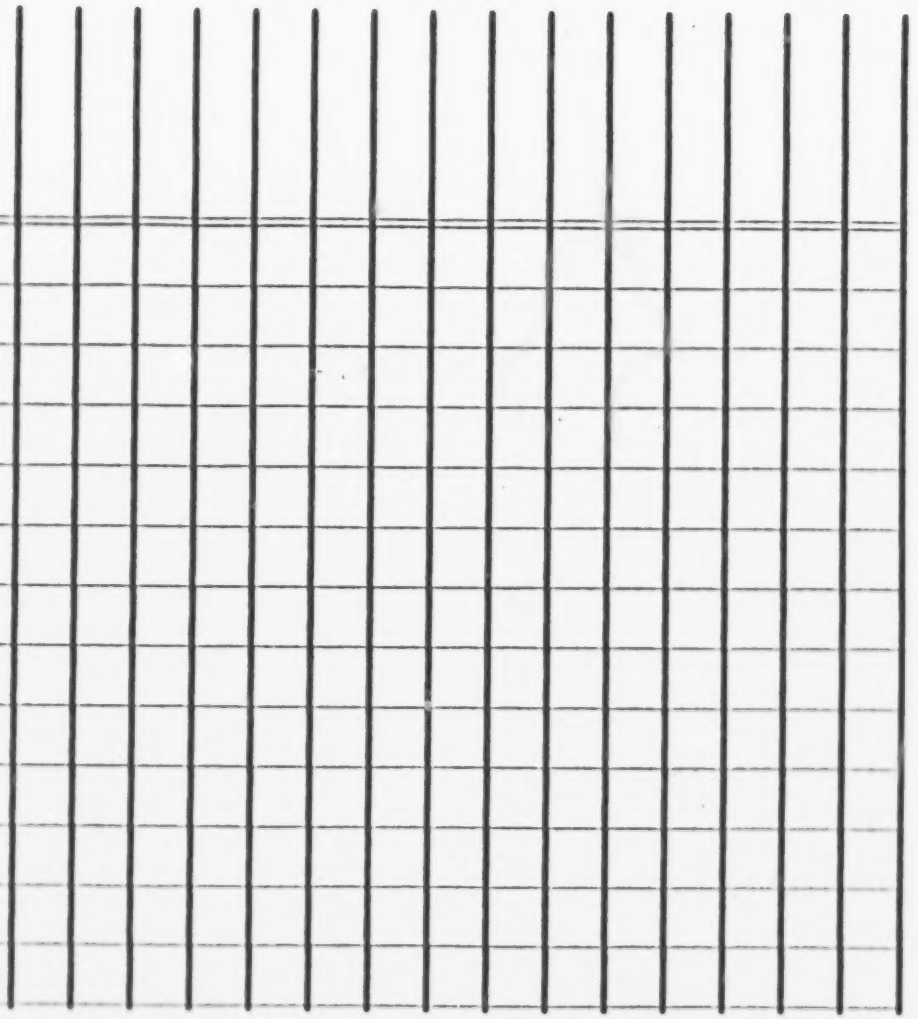
Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Functions minimally, if at all, in English. Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	Understands only a few isolated words, and extremely simple learned phrases (What's your name?)	Vocabulary limited to a few isolated words. No control of grammar.	Recognizes most letters of the alphabet, and single-digit numbers.	Copies letters of the alphabet, numbers, own name and address; needs assistance.

3

ACHIEVEMENT PLAN LITERACY
TIME BLOCK I

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory



PERSONAL IDENTIFICATION

1. Answer questions about self

*2. Copy personal data

3. Write first/family names

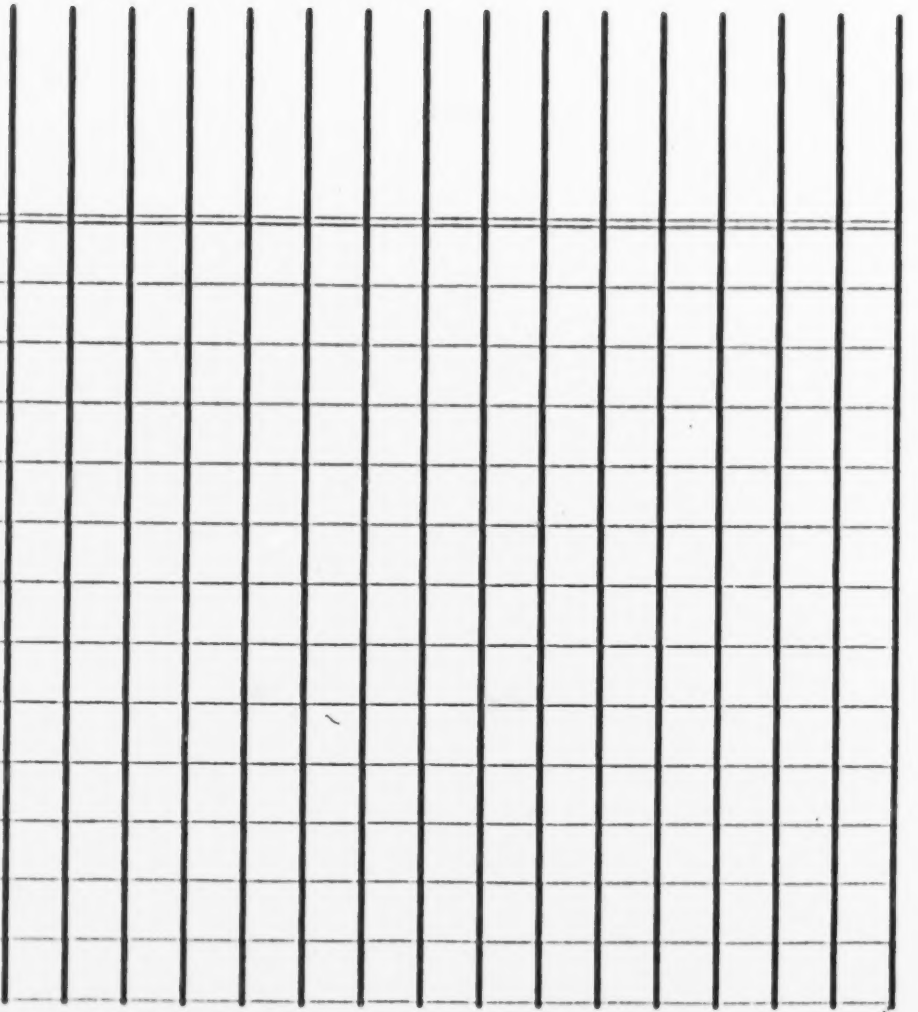
HOUSING: CLASSROOM

1. Identify classroom objects

*2. Respond to commands

ACHIEVEMENT PLAN LITERACY
TIME BLOCK II

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory



TIME/WEATHER

1. Ask/answer questions: time

2. Ask/answer questions: day/date

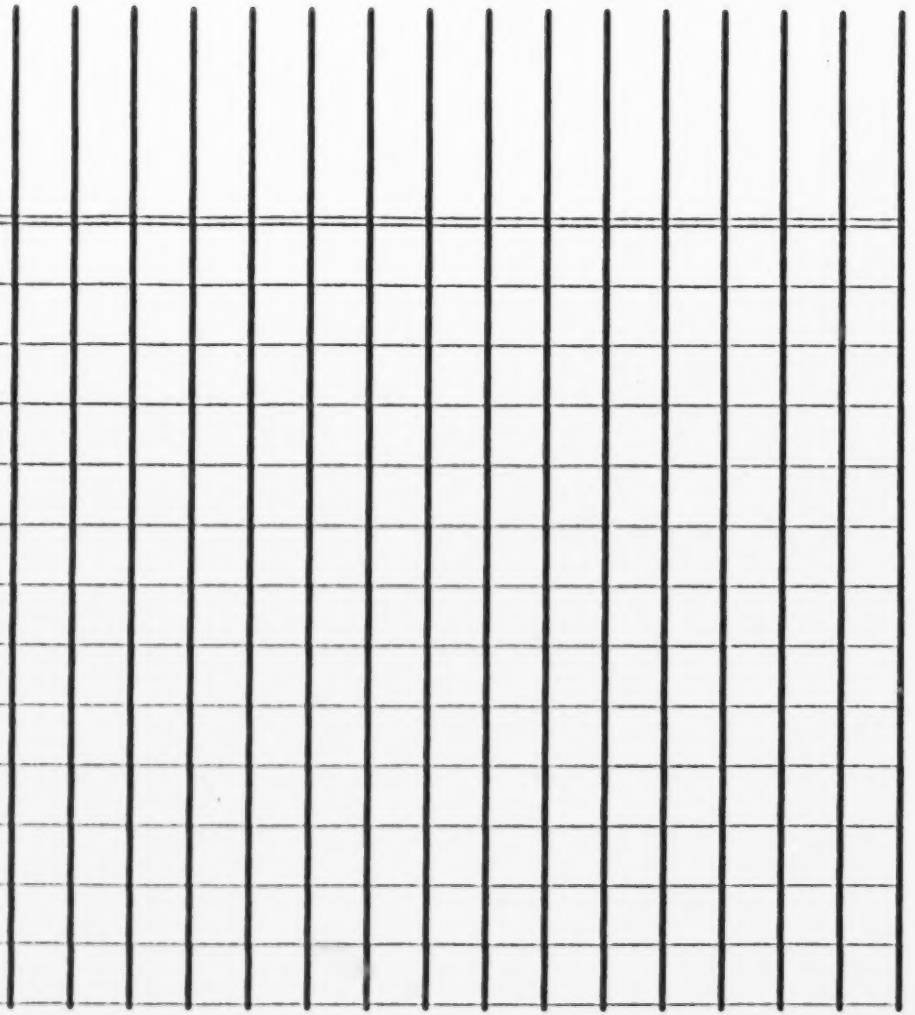
MONEY/BANKING

1. Identify coins/bills

*2. Produce amounts on price tags

ACHIEVEMENT PLAN LITERACY
TIME BLOCK III

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate



TRANSPORTATION

1. Verify bus destination

2. Ask about fare

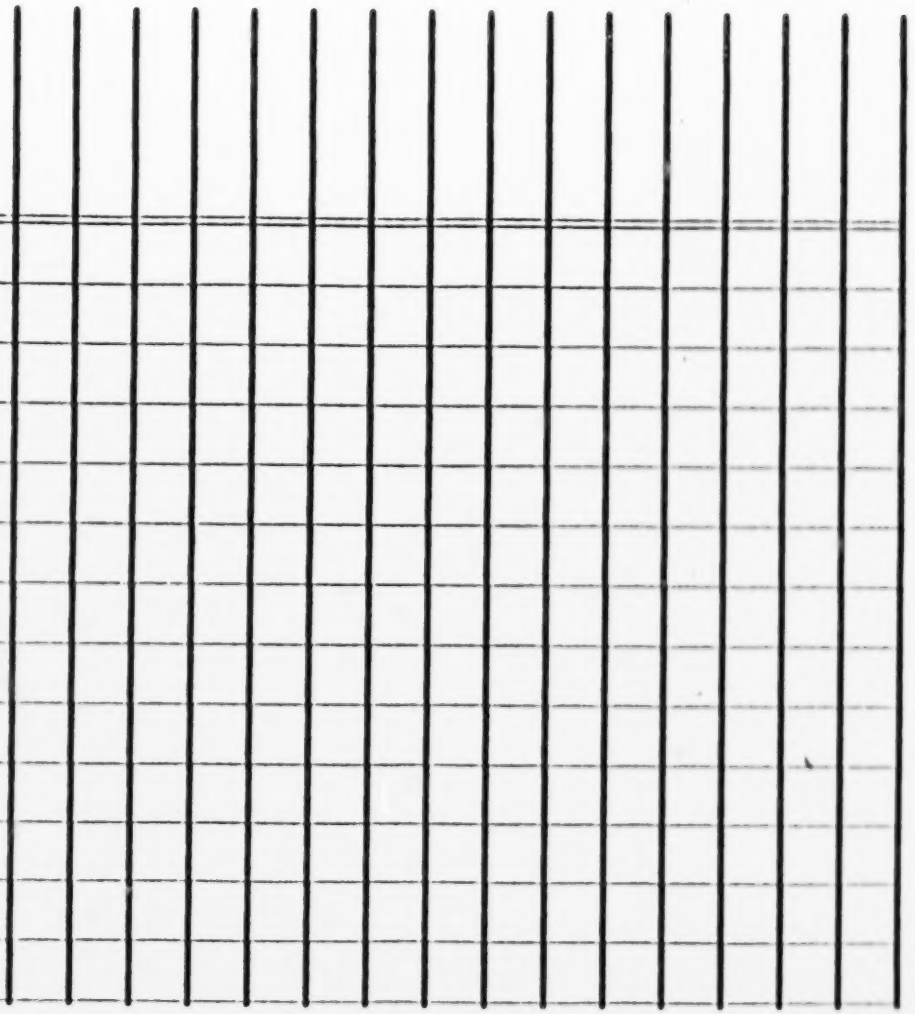
CLOTHING/CONSUMERISM

1. Identify clothing

2. Identify colors

ACHIEVEMENT PLAN LITERACY
TIME BLOCK IV

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate



FOOD

1. Identify foods

HEALTH

1. Identify body parts

2. Identify illnesses

LITERACY ENABLING OBJECTIVES

Early instructional focus on the following objectives will prepare the students for mastery of upcoming performance objectives involving reading and writing. These objectives should be emphasized during the first weeks and recycled, as needed, throughout the term. For subsequent development of reading and writing skills, see Appendix E.

Pre-Reading Concepts

1. Match two or more objects or pictures that are the same.

2. Given three objects or pictures, including one matched pair, identify the one that is different. (See CAL guide, p. 31)*

3. Given a symbol at the left of a page and a series of symbols aligned across the page, mark the symbol(s) that are the same as the leftmost one. Symbols may include pictures, shapes, letters, and numbers. The student need not know names of letters or numbers at this point. (See CAL guide, p. 36)

4. Given a page with a series of exercises consisting of rows, each with a leftmost symbol, number, or letter to be used as a guide in matching other items in the row with it, complete each row in order from top to bottom. (See CAL guide, p. 36)

*English Language Resource Center, Center for Applied Linguistics, Indochinese Refugee Education Guides. Adult Education Series No. 9. "Teaching ESL to Illiterate Adults." Arlington, Virginia, 1975-1978.

LITERACY ENABLING OBJECTIVES (Continued)

Letters

1. When shown a letter, say letter name.
2. Given a letter, identify it as capital or small.
3. Given a series of handprinted letter cards, choose correct letter card upon hearing the letter name.
4. Orally recite the alphabet in order.
5. Copy letters.
6. Take letter dictation.
7. Print the entire alphabet in order without prompting.

Numbers

1. Count objects, pictures, and symbols from 0 - 100.
2. Shown a printed numeral from 0 - 100, say its name.
3. Given a series of cards, each with a handprinted numeral, choose the correct number card upon hearing the spoken number.
4. Match a given number of objects, pictures, or symbols with the correct written numeral.
5. Sequence flash cards from 0 - 100.
6. Copy numbers.
7. Take number dictation.
8. Write the numbers 0 - 100 in order without prompting.

Phonics and Sight Reading

1. Sight read their own names.
2. Sight read survival vocabulary, including the following words: boys, girls, men, women, exit, open, close, do not enter, fire, push, pull, danger, stop, don't walk, walk.
3. Students will be able to recognize sound/letter relationships in initial position.

LITERACY: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Answer questions about self identification, including name, telephone number, nationality, age, and marital status.	A
Key 2.	Copy the above information plus home address onto a personal data form.	B
Key 3.	Differentiate and write first and family names.	A
4.	Give and respond to greetings and partings.	C
5.	Identify immediate family relationships.	D

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 1-25, 54-59.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	I'm Tek. My name is Tek. She is my sister.	Be: present Subject pronouns Possessive adjectives: my	Family relationships
Ask/answer requests for information	What's your first name?* What's your last name?* My name is Hai Nguyen. I am _____ years old. I'm from _____. My telephone number is ____.**	Wh-questions	Personal data forms First/last names Spelling
Greet/take leave	Hello. How are you? Good-bye.		

*Students to respond only.
**Students may read from card.

LITERACY: HOUSING: CLASSROOM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Identify common classroom objects.	A
Key 2.	In the classroom setting, respond to simple classroom commands.	A
3.	Demonstrate lack of understanding.	A

Suggested Resources

- None

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: HOUSING: CLASSROOM

Function	Example	Structure	Related Items
Identify objects	This is my book. This is my desk.	Be: present Demonstrative pronouns: this Possessive adjective: my	Classroom objects
Express needs	I need a pen. I need a book.	Verbs: simple present (need)	Classroom objects
Instruct someone to do something*	Open your book.* Listen/repeat.* Give me your paper.* Come here.*	Imperative	Classroom procedures Teacher's gestures
Ask for clarification	Repeat. What? Excuse me?		Gestures to show lack of understanding

*Students to respond only.

5

LITERACY: TIME/WEATHER

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of analog and digital clocks, ask and answer questions about time	A
Key 2.	Ask and answer questions about the day and the date.	B
3.	Read and write the day and date in long form.	B
4.	Given visuals of different times of day, identify them.	A

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 41-53.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: TIME/WEATHER

Function	Example	Structure	Related Items
Express/inquire about time	What time is it? It's 3:00 o'clock. It's ten-thirty.	Wh-questions: what time It (subject)	Clocks Numbers
Ask/answer requests for information	What day is today? What's today? It's Monday. What's the date?	Wh-question: what	Days, months Numbers
Identify meaning of signs/symbols	3:00 P.M. 10:30 A.M.		Morning, afternoon, night
Greet/take leave	Good morning. Good afternoon. Good night.		

LITERACY: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given coins and bills, identify them by name and value.	A
Key 2.	Given cash and price tags for amounts under $10.00, produce the correct amounts.	B
3.	Make change for a dollar.	A
4.	Given oral requests, produce amounts under $10.00.	B

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 29-40.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: MONEY/BANKING

Function	Example	Structure	Related Items
Identify objects	What's this? It's a dime. It's a dollar.	Be: simple present	Coins, bills
Report descriptive information about price	How much is a dime? It's 10 cents. Is this $1.25? No, it isn't. How much is it? It's $8.50. Here's $8.50.	Yes/no questions Short answers	Price tags $, ¢
Express needs	I need change. I need 4 quarters. You need $2.00.	Verbs: simple present	
Ask for clarification	Repeat, please. How much?		

6

LITERACY: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Verify destination before boarding a bus.	A
Key 2.	Given a local destination, ask what the fare is.	A
3.	Identify common means of transportation.	A
4.	Identify common traffic signs.	D

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 77-84, 112-116.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: TRANSPORTATION

Function	Example	Structure	Related Items
Ask/answer requests for information	How do you come to school?* By bus. I come by bus. I walk. (Do you go to) Columbia Pike? (Do you stop at) Ballston? How much? It's 80 cents.	Verbs: simple present	Means of transportation Rising intonation
Identify signs/symbols	Stop. Don't walk. Go.	Imperative	Traffic signs

*Students to respond only.

6

LITERACY: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of clothing, identify them.	A
Key 2.	Given visuals of clothing, ask and answer questions about the color of items.	A
3.	Express clothing likes and dislikes.	D

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 85-92.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Identify objects	What's this? It's a shirt. What are those? They're shoes.	Nouns: singular/plural Subject pronouns: it, they	Articles of clothing
Report descriptive information about color/size	The shoes are brown. My shirt is green. This hat is very small.	Be + adjective Very + adjective	Colors, sizes
Express likes/dislikes	(Do you like blue?) I don't like blue. No, I don't. I like yellow.	Verbs: simple present Yes/no questions Short answers	

LITERACY: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of common foods, identify them.	A
2.	Given visuals of food, categorize items as meat, fruit, or vegetable.	D
3.	State daily eating habits.	G

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 69-76.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: FOOD

Function	Example	Structure	Related Items
Identify objects	Pork is meat. Apples are fruit. This is an orange.	Be: simple present	Food items
Express needs/wants	I need onions. I want a banana. He wants chicken.	Verbs: simple present	
Ask/answer requests for information	What do you eat for breakfast?* I eat _____ for breakfast. Do you eat _____? Yes, I do.	Verbs: simple present Wh-questions Yes/no questions	Meals

*Students to respond only.

LITERACY: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a visual of the human body, identify major parts.	A
Key 2.	Given visuals of people who are sick, identify the nature of the illnesses.	B
3.	Given visuals of emergency situations, identify the problem or help needed, using a one-word exclamation.	C

Suggested Resources

- A New Start: Literacy Workbook 1, pp. 93-94, 114.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

LITERACY: HEALTH

Function	Example	Structure	Related Items
Identify objects	Show me your _____.* Point to your _____.*	Imperative	Parts of the body
Express/inquire about pain	What's wrong? My head hurts. His arm hurts. Her leg hurts. Show me where it hurts.*	Possessive adjectives Verbs: simple present	
Request assistance	Help! Doctor! Fire! Robber!	Imperative	Emergency situations

*Students to respond only.

A I

A-I STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL II)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Functions in a very limited way in situations related to immediate needs. Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	Expresses a limited number of immediate survival needs using very simple learned phrases. Asks and responds to very simple learned questions. Some control of very basic grammar.	Recognizes letters of the alphabet, numbers 1-100, and a few very common sight words (e.g., name, address, stop).	Writes letters of the alphabet, numbers 1-100, very basic personal information on simplified forms; needs assistance.

ACHIEVEMENT PLAN A-I
TIME BLOCK I

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

PERSONAL IDENTIFICATION																		
1. Answer questions: self																		
2. Complete data forms																		
3. Differentiate/spell names																		
4. Greet and take leave																		
HOUSING/CLASSROOM																		
*1. Respond to commands																		
2. Identify rooms/furniture																		
S:																		

ACHIEVEMENT PLAN A-I
TIME BLOCK II

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

TIME/WEATHER																		
1. Ask/answer questions: time																		
2. Read/write date and birthdate																		
3. Ask/ answer questions: day/date																		
MONEY/BANKING																		
*1. Produce requested amounts																		
2. Read price tags																		
CLOTHING/CONSUMERISM																		
1. Ask/answer questions: clothes/prices																		
2. Suggest clothing for weather																		

ACHIEVEMENT PLAN A-1
TIME BLOCK III

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

HEALTH																				
1. Identify body parts																				
2. Identify illnesses																				
3. Read appointment cards																				
TRANSPORTATION																				
*1. Follow one-step directions																				
2. Ask/answer questions: transportation																				
FOOD																				
1. Identify/match food items																				
2. Ask/answer questions: prices																				
S:																				

ACHIEVEMENT PLAN A-1
TIME BLOCK IV

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

FINDING A JOB																		
1. Identify job titles/work places																		
2. Tell about former occupation																		
ON THE JOB																		
*1. Follow one-step instruction																		
2. Explain work place signs																		

A-I: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Answer questions about self-identification, including: name, address, telephone number, birthplace, age, marital status, and number of children.	A
Key 2.	Fill out personal data form requesting the above information plus sex, social security number or I-94 number, and signature.	B
Key 3.	Differentiate and spell first, middle, and family names.	A
Key 4.	Give and respond to greetings and partings appropriately.	C
5.	Identify immediate family relationships.	D
6.	Introduce self.	C

Suggested Resources

- A New Start: Student's Book, pp. 1-3, 5, 15, 130-131.
- A New Start: Literacy Workbook 2, pp. 15-16, 33-44, 91-95.
- Before Book One, pp. 1-9.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-I: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	What's your name? My name is Carlos. What's your last name? It's Reyes. What's her name?	Be: present Possessive adjectives: my, your, his, her Wh-question: what	Use/order of first, middle, family names
Ask/answer requests for information	Where do you live? What's your address? Are you married? I live in Arlington. I'm 27. I have 2 sons and a daughter.	Be: present Yes/no questions Short answers Verbs: simple present Wh-questions: what, where, how, how many Conjunction: And Subject pronouns	Intonation: yes/no vs wh-questions
Greet/take leave	Hello/Good morning. How are you? Good-bye.		
Ask/answer requests for clarification	Excuse me? Repeat, please. Please spell that. No, my name is Carlos. C-A-R-L-O-S.		Alphabet, spelling
Introduce self	Hi. I'm Carlos. Nice to meet you.	BE: present	
Instruct someone to do something*	Please print.* Please circle.* Sign here.*	Imperative	Personal data forms

*Students to respond only.

95

A-I: HOUSING/CLASSROOM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	In the classroom, respond to classroom commands.	A
Key 2.	Given a visual or a floor plan of a house, identify rooms and furniture.	B
3.	Ask and answer questions about rooms and the activities associated with those rooms.	B

Suggested Resources

- A New Start: Student's Book, pp. 17, 142.
- English for a Changing World: Cue Book 1, Scenes, 4, 5.
- Everyday English: Volume I, Housing Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-I: HOUSING/CLASSROOM

Function	Example	Structure	Related Items
Instruct someone to do something*	Please sit down.* Open your books.* Go to the blackboard.*	Imperative	Classroom objects Classroom procedures
Ask/answer requests for clarification	I don't understand. Speak slowly, please. Please repeat. Excuse me?		
Identify objects	This is the bedroom. That's the kitchen.	Demonstrative pronouns: this, that Article: the	Visual of a house Simplified floor plan
Ask/answer requests for information	What do you do in the kitchen? I cook in the kitchen. Where to you watch TV? In the living room.	Verbs: simple present Preposition of place: in	
Report descriptive information about location	The sofa is in the living room.	Preposition: in	

*Students to respond only.

A-I: TIME/WEATHER

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of analog and digital clocks, ask and answer questions about times on the hour, half hour, and quarter hour.	A
Key 2.	Read and write the date and own birthdate in long and abbreviated forms.	B
Key 3.	Ask and answer questions about the day and the date.	B
	**Name the days of the week and months of the year.	
4.	Write time from analog clock visuals and from dictation.	A
5.	Given visuals of weather conditions, describe them.	D
6.	Tell about daily schedule.	C

Suggested Resources

- A New Start: Student's Book, pp. 13-14, 63-69, 103-112.
- A New Start: Literacy Workbook 2, pp. 20-32, 58-59, 78.
- English for a Changing World: Cue Book 1, Scene 8.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

10

LANGUAGE

A-I: TIME/WEATHER

Function	Example	Structure	Related Items
Express/inquire about time	What time is it? It's 10:15. What's the date? What day is today? What was last month?	Be: Present Past It (subject)	Clocks Write dates: month/day/year
Identify meaning of signs/symbols	3:00 P.M.		A.M., P.M. Morning, afternoon, night
Report information chronologically related	I get up at 6:00. In the morning I eat breakfast. I study English.	Verbs: simple present	Daily routine
Identify weather conditions	It's hot. It's raining.	It (subject) Be + adj Verbs: present continuous	Seasons

10

A-I: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given oral requests for amounts under $10.00, produce the amounts.	A
	**Identify coins and bills by name and value.	
Key 2.	Given price tags, identify the amounts.	B
3.	Given $10.00 and the price of an item, produce the correct change.	B
4.	Present identification card upon request.	C

Suggested Resources

- A New Start: Student's Book, pp. 7-12, 19-20.
- Before Book One, pp. 13-16.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-I: MONEY/BANKING

Function	Example	Structure	Related Items
Report descriptive information about quantity/price	How much is a dime? It's 10 cents. How much is this? It's _____.	Wh-question: how much	Coins, bills Price tags $, ¢, $5.25
Express needs	I need two cents. I need change. I need to see some I.D.* That's $7.99, please.	Verbs: simple present	Addition/ subtraction

*Students to respond only.

10

A-I: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of clothing and their price tags, ask and answer questions about the items and their prices.	A,C
	**Identify articles of clothing and colors.	
Key 2.	Given visuals of different weather conditions, suggest the appropriate clothing to wear.	B
3.	Describe what a classmate is wearing, including colors.	A
4.	Express clothing likes and dislikes.	D

Suggested Resources

- A New Start: Student's Book, pp. 25-26.
- Before Book One, pp. 27-28.
- English for a Changing World: Cue Book 1, Scene 6.
- Everyday English: Volume I, Clothing Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-I: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Identify objects	Is this your coat? Yes, it is. Are those Minh's shoes?	Be: present Demonstrative pronouns Nouns: singular/plural Possessive adjectives	Articles of clothing
Report descriptive information about size/color	She's wearing red pants. I'm looking for a white hat. These shoes are too small.	Verbs: present continuous Too + adjective Demonstrative adjectives	Colors Sizes
Express/inquire about needs/wants	I want a blue shirt. I need size 8. My husband needs shoes.	Verbs: simple present	
Ask/answer requests for information	How much is the hat? What size? The gloves are $5.99.	Wh-questions	Sizes Prices
Express likes/dislikes	I like this shirt. I don't like green.	Verbs: simple present	
Advise someone to do something	It's cold. Wear a hat. It's raining. Wear a raincoat.	Imperative	Weather conditions

11

A-I: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a visual of the human body, identify major parts.	A
Key 2.	Given visuals of people who are sick, identify the nature of illnesses.	A
Key 3.	Read time and dates on medical appointment cards.	E
4.	Given visuals of emergency situations, state problem, and give name, address, and telephone number.	C
5.	Given visuals of people who are sick and some common medicines/remedies, match medicines/remedies to health problems.	B

Suggested Resources

- A New Start: Student's Book, pp. 27, 87-89.
- A New Start: Literacy Workbook 2, pp. 58-59.
- English for a Changing World: Cue Book 2, Chart 13.
- Everyday English: Volume I, Health Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

11

Function	Example	Structure	Related Items
Express/inquire about pain	What's wrong? What's the matter? My _____ hurts. She has a headache.	Verbs: simple present Possessive adjectives	Parts of the body Common illnesses
Express sympathy	That's too bad Sorry to hear that.		
Request assistance	Help! Fire! Accident! Robber!	Imperative	Emergency situations
Express/inquire about time	My appointment is at 8:30. I go to the doctor on March 15.	Prepositions of time: at, on	Appointment cards
Advise someone to do something	Take two aspirin. Buy cough medicine. Go to bed.	Imperative	Medicines Remedies
Identify self	My name is _____. My telephone number is ____.	Be: present	Emergency situations
Report descriptive information about location	My address is _____.		

11

A-I: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Follow one-step directions.	B
	**Indicate left and right.	
Key 2.	Ask and answer questions about transportation used to go to school	A
	**Identify local means of transportation.	
3.	State destination and ask for a bus transfer.	A
4.	Respond to bus driver requests.	A
5.	Identify common traffic signs.	D

Suggested Resources

- A New Start: Student's Book, pp. 22-24, 31-32, 79, 91-93, 99-100.
- A New Start: Literacy Workbook 1, pp. 60-61.
- English for a Changing World: Cue Book 1, Scene 1.
- Everyday English: Volume I, Transportation Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-I: TRANSPORTATION

Function	Example	Structure	Related Items
Report descriptive information about location/direction	I'm going to Ballston. The bus stop is on the corner.	Prepositions of place: to, on	
Ask/answer requests for information	How do you come to school? By bus. Where are you going? To the supermarket. Are you walking?	Wh-questions Adverbials of means: by + transportation Preposition of place: to	Means of transportation
Instruct someone to do something	Turn right/left.* Go straight.* Move to the back, please.* Show me your transfer.*	Imperative	Bus driver requests
Express needs/wants	I need a transfer. Transfer, please. I want to go to Ballston.	Verbs: simple present	
Identify meaning of signs/symbols	Don't walk. Stop. O.K. Go.	Imperative	Traffic signs

*Students to respond only.

A-I: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of food, identify items orally and by matching the written word with the correct visual.	A
Key 2.	Given a simplified food ad with pictures, ask and answer questions about the prices of items.	B,C
	**Identify containers and quantities.	
3.	Given visuals of food, categorize items as meat, dairy, fruit, or vegetable.	D

Suggested Resources

- A New Start: Student's Book, pp. 4, 21, 36-42.
- English for a Changing World: Cue Book 1, Charts 8, 9.
- Everyday English: Volume I, Food Unit.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

12

LANGUAGE

A-I: FOOD

Function	Example	Structure	Related Items
Identify objects	This is a bag of apples. Those are pears. Milk is a dairy product.	Nouns: singular/plural, count/noncount	Food items Containers
Express/inquire about likes/dislikes	Do you like chicken? I like green apples.	Verbs: simple present Yes/no questions Short answers	
Express/inquire about needs/wants	Do you need any rice? Yes, I need some rice. Do you want any milk? No, I don't need any. I need a loaf of bread.	Indefinite adjectives: some/any Yes/no questions	Containers/ quantities
Report descriptive information about quantity/prices	How much is a bag of onions? It's 75¢. How much are apples? They're $.59 a pound.	Wh-question: how much?	
Identify the meaning of signs/symbols	$0.39/pound. 39¢/lb.		Abbreviations for measures Food ads

12

A-I: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of people working at local entry-level jobs, identify the job titles and places of work.	A,B
Key 2.	State own occupation in native country and length of employment.	A
3.	Identify job tasks and express likes and dislikes related to those tasks.	A,B
4.	Given a simplified job application form, fill in name, address, telephone number, former occupation, and length of employment.	C

Suggested Resources

- A New Start: Student's Book, p. 70.
- A New Start: Literacy Workbook 2, p. 42.
- English for a Changing World: Cue Book 1, Charts 2, 4.
- Everyday English: Volume I, Employment Unit

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

12

LANGUAGE

A-I: FINDING A JOB

Function	Example	Structure	Related Items
Ask and answer requests for information	What is she? She's a housekeeper. Where does she work? In a hotel. What did you do in Cambodia? I was a farmer. I was a mechanic for 7 years.	Wh-questions Be: present, past Verbs: simple present and simple past	Occupations Work places
Express likes and dislikes	I like to sew. I like to work outside. I don't like to wash dishes.	Like to + verb	Working conditions/ duties.

12

A-I: ON THE JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a work situation, follow a one-step instruction to complete a task.	A
Key 2.	Given simple workplace signs, explain their meanings.	B
3.	Sign name on work documents.	D
4.	Answer simple questions about completion of a work task.	C

Suggested Resources

- A New Start: Student's Book, pp. 139-140.
- A New Start: Literacy Workbook 2, pp. 96-97, 104.
- The Work Series, Work Rules.
- Speaking Up at Work, p. 23 (visual).

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Identify meaning of signs/symbols	"Exit" means "Go out here." That means danger.	X means y	Workplace signs
Ask/answer requests for information	Are you finished? No, not yet. I'm finished.	Yes/no questions Short answers	
Ask/answer requests for clarification	Repeat, please. I don't understand.		
Instruct someone to do something*	Put the box on the desk.* Wash the dishes.* Put the forks and knives on the table.* Sign here.*	Imperative	Work tasks Work documents

*Students to respond only.

A II

A-II STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL III)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Functions with some difficulty in situations related to immediate needs. Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	Understands simple learned phrases, spoken slowly with frequent repetitions.	Expresses immediate survival needs using simple learned phrases. Asks and responds to simple learned questions. Some control of very basic grammar.	Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.	Writes a limited number of very common words, and basic personal information on simplified forms, needs assistance.

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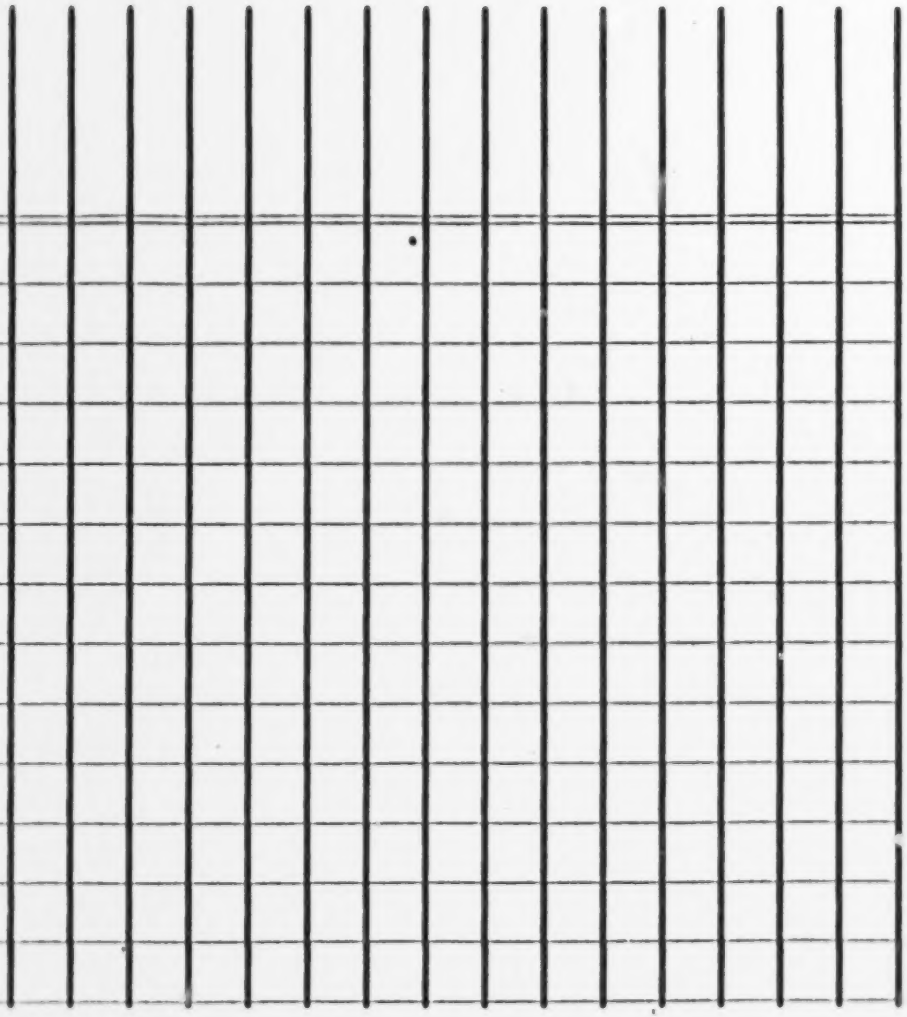
ACHIEVEMENT PLAN A-II
TIME BLOCK I

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate



PERSONAL IDENTIFICATION

1. Ask/answer questions: self
2. Complete data form
3. Introduce self/others

TIME/WEATHER

1. Tell time
2. Read appointment cards
3. Ask/answer questions: routines

13

ACHIEVEMENT PLAN A-II
TIME BLOCK II

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

MONEY/BANKING																		
*1. Produce correct change																		
2. Indicate incorrect change																		
CLOTHING/CONSUMERISM																		
1. Describe lost child/robber																		
2. Ask where items are located																		
TRANSPORTATION																		
1. Give two-step directions																		
2. Ask for bus information																		

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ACHIEVEMENT PLAN A-II
TIME BLOCK III

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

HOUSING																			
1. Identify rooms/furniture																			
2. Ask someone to perform chores																			
FOOD																			
1. Identify foods orally/writing																			
2. Determine less expensive store																			
HEALTH																			
1. Identify illnesses/injuries																			
2. Suggest treatment																			
*3. Respond to instructions																			

ACHIEVEMENT PLAN A-II
TIME BLOCK IV

Key: Verbal Skills
0 = needs improvement
1 = communicative
2 = communicative + accurate
*Nonverbal Skills
0 = needs improvement
✓ = satisfactory

COMMUNITY SERVICES																		
1. Purchase stamps																		
2. Address an envelope																		
FINDING A JOB																		
1. Ask/answer questions: job titles,																		
places, tasks, tools																		
2. Complete simplified application																		
ON THE JOB																		
*1. Follow two-step instructions																		
2. Explain safety signs																		
3. Ask/answer questions: work schedules																		

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A-II: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Ask and answer questions about self-identification, including: name, address, telephone and social security numbers, birthdate and place, age, marital status, height, weight, hair/eye color, number of children, and previous education and occupation.	A,D
	**Differentiate and spell first, middle, and family names.	
Key 2.	Fill out a personal data form requesting the above information, plus sex and signature.	B
Key 3.	Introduce self and family members using appropriate forms of address and introduction.	C,D
	**Identify family relationships.	
4.	Give and respond to greetings and partings.	C

Suggested Resources

- Lifeskills 1, pp. 7-10, 12, 37-40.
- Impact 1, Lessons 1, 2.
- A Conversation Book: One, pp. 2-3, 33-35.
- Before Book One, pp. 4-9.
- Lifelines 1, Lessons 1-4.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-II: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	What's your name? It's Hai Nguyen. Who's he? He's Abdul. That's Ms. Martin.	Be: present Demonstrative pronouns Subject pronouns	Use/order of names and titles
Introduce self/others	My name is Luis. This is my sister, Yolanda. I'd like you to meet my wife. I'm glad to meet you.	Would like	Family members
Greet/take leave	Hello. How are you? See you later.		
Ask/answer requests for information	Where are you from? What's your address? How old are you? I live in Arlington. My telephone number is 536-1720. Are you married or single? Do you have children?	Verbs: simple present Be: present Wh-questions Yes/no questions Subject pronouns	Personal data forms Intonation Yes/no vs wh-questions

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A-II: TIME AND WEATHER

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given analog and digital clocks, ask and answer questions about times displayed to the minute.	A
Key 2.	Read the time and abbreviated day and date on appointment cards.	B
	**Read and write dates in long and abbreviated forms.	
Key 3.	Given a work schedule that varies from day to day, ask and answer questions about the worker's routine at various times of each day.	C
4.	Ask and answer questions about weather conditions.	D

Suggested Resources

- Lifeskills 1, pp. 25-28.
- Impact 1, pp. 111-112.
- A New Start: Student's Book, pp. 87-88.
- Before Book One, pp. 17-23.
- English for a Changing World: Cue Book 1, Scene 8.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-II: TIME/WEATHER

Function	Example	Structure	Related Items
Express/inquire about time	What time is it? It's 12:35. What time did you get up? At 8:00.	Verbs: simple present, simple past	Clocks
Expand abbreviated messages	My appointment is on Monday, September 16, at 1:30.	Preposition of time: in, on	Appointment cards Ordinal numbers
Identify weather conditions	It's hot and humid. It's sunny and cool.	Conjunction: and	
Report information chronologically related	What does she do at 1:00 on Friday? What does she do next? What do you do before lunch? She dusts the furniture. Then she makes the beds.	Adverbials: sequence markers	Work schedule Daily routine

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A-II: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given $10.00 and the price of an item, produce the correct change.	B
Key 2.	Given incorrect change, politely indicate that there has been an error.	A,B
3.	Given dictated amounts below $100.00, write the amounts in numerical form.	C
4.	Cash a check.	C

Suggested Resources

- Lifeskills 1, p. 15.
- Impact 1, pp. 127-128.
- Lifelines 1, Lesson 5.
- A New Start: Student's Book, pp. 48, 50.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-II: MONEY/BANKING

Function	Example	Structure	Related Items
Expresss a logical conclusion	I think you made a mistake.	Verbs: simple past	Addition/ subtraction
Express needs/wants	Excuse me, I need more change. I need 50 cents more. I want to cash this check.	Verbs: simple present	Correcting error Polite language
Ask/answer requests for information	How much is it? How much does it cost? It costs $8.37.	Be: present Verbs: simple present	
Ask/answer requests for clarification	Excuse me, how much? $9.05.		Rising intonation

15

A-II: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Describe what a lost child or robber was wearing.	A
Key 2.	In a store simulation, ask where items are located.	D,E
	**Locate department on store directory.	
3.	Given simplified clothing care labels, ask and answer questions about the care instructions on the labels.	F
4.	In a store simulation, present a receipt to return or exchange an article of clothing.	G
		H

Suggested Resources

- Lifeskills 1, pp. 14-24, 29, 41.
- Side by Side: One, pp. 42-49.
- A New Start: Student's Book, pp. 118-119.
- English for a Changing World: Cue Book 2, Chart 4.
- GrammarWork 1, p. 25.
- Lifelines 1, Lessons 11, 12.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-II: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Report descriptive information about color and size	She is (was) wearing a red plaid coat. What was he wearing? These pants are too big.	Adjective + noun Verbs: past tense Possessive ('s)	Articles of clothing Colors Patterns
Request assistance	May I help you? I'm looking for children's shoes. Excuse me, can you help me?	Modals: can, may	Polite language
Express wants/needs	I'd like to return this. I want a refund. I need a bigger one. She wants a red one.	Verbs: present tense Would like to Comparatives	
Ask/answer requests for information	Where are men's shoes? Does it need ironing? Yes, it does. Can you wash it?	Wh-questions Verbs: present tense Yes/no questions Short answers	Store departments Care instructions Ordinal numbers
Report descriptive information about location	They're on the second floor. They're in the children's department.	Prepositions of place	Store departments
Express information causally related	I want a refund. My husband doesn't like them. I want a refund because it's too small.	Because + clause Object pronouns: it, them Very, too, enough	

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A-II: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Using a simplified map, give two-step directions from one familiar place to another, as specified by the teacher.	B,C
	**Given a simplified local map, identify the vicinity of home, work, and school.	
Key 2.	Given a local destination, ask questions to determine which bus to take and its departure time.	A
3.	Given visuals of common traffic signs, explain their meanings.	D
4.	Given a simplified bus schedule, ask and answer questions about arrival and departure times.	E

Suggested Resources

- Lifeskills 1, pp. 26, 30-32, 82-83.
- Side by Side: One, pp. 36-37, 144-145.
- Impact 1, Lesson 5.
- Lifelines 1, Lessons 8, 15.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-II: TRANSPORTATION

Function	Example	Structure	Related Items
Ask/answer requests for information	How do I get downtown? Does this bus go downtown? Which bus goes downtown? The 23 goes downtown.	Verbs: simple present Yes/no questions Wh-questions	
Express/inquire about time	When does the 23 leave? When does the bus arrive at Ballston? It arrives at 3:15.	Verbs: simple present	Bus schedules
Report information chronologically related	The bus leaves at 7:15 and arrives at 7:43.	Conjunction: and	Bus schedules
Instruct someone to do something	Walk two blocks and turn right. Go straight and then turn left on Seventh Street.	Imperative	Map
Identify meaning of signs/symbols	It means "Don't Walk." You can't turn here.	Modal: can/cannot	Traffic signs
Give warnings	Wait. It says don't walk. Stop! A car is coming. Be careful. Children are crossing. Don't turn. It's one way.	Imperatives Verbs: present continuous	Traffic signs

16.

A-II: HOUSING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a visual of a floor plan of a house, identify the rooms and furniture/ fixtures.	B
Key 2.	Given a visual of common chores inside and outside the house, ask someone to perform the chores depicted.	D
3.	Describe own residence, including type of housing, number of rooms, and location.	C
4.	Given a visual of a house in disrepair, identify problems.	E

Suggested Resources

- Lifeskills 1, pp. 58-60, 64, 66.
- Impact 1, Lesson 3.
- A New Start: Student's Book, pp. 115-116.
- Side by Side: One, pp. 6-20, 39-40.
- Lifelines 1, Lessons 13, 14.
- A Conversation Book: One, pp. 51-53.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Report descriptive information about location	There is a sofa in the living room. There are two pictures on the wall. I live in South Arlington.	There is/are Prepositions of place: in, on, under, above, next to, between	Rooms of a house Furniture Types of housing
Report descriptive information about condition	The building is old. My lock is broken. The sink is dripping.	Be + adjective	Maintenance problems
Ask someone to do something	Please sweep the floor. Would you please cut the grass?	Imperatives Modal: would	Household chores Polite requests

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A-II: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of food, identify items orally and in writing.	A
Key 2.	Given the price labels of the same food items from two local supermarkets, ask and answer questions about the items and their prices in order to determine which store is the better place to shop.	B
3.	Categorize food items as meat, produce, dairy product, frozen food.	D
4.	Ask and answer questions about daily eating habits.	G
5.	Given a specified amount of money and a menu, order a meal from a fast food restaurant.	F

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Suggested Resources

- Lifeskills 1, pp. 42-54.
- Impact 1, Lesson 7.
- Impact 2, Lesson 2.
- A Conversation Book: One, pp. 80-82.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

16

Function	Example	Structure	Related Items
Express/inquire about likes/dislikes	What vegetables do you like? I like chicken, but I don't like pork.	Conjunction: but Too	
Report information chronologically related	What are you going to eat for lunch? What did you eat yesterday? Yesterday, I ate _____. When do you usually eat.	Verbs: simple present, past tense, going to future Adverbs of frequency	
Express/inquire about wants/needs/intentions	I'm going shopping. Do you need anything? I need some rice. I want two dozen eggs. Are you ready to order? I want a cheeseburger.	Verbs: present tense Yes/no questions Indefinite adjectives: some, any Count/noncount nouns Singular/plural nouns	Quantities Containers
Report descriptive information about quantity/price	How much do apples cost at Safeway? They are $0.59 a pound. I need two pounds.	Wh-questions: how much/many Count/noncount nouns	Food labels Quantities Containers
Express a logical conclusion	I'm going to shop at _____. It's cheaper. I'm not going to shop at ___. Apples are cheaper at _____.	Verbs: going to future Comparatives	Food labels
Identify meaning of signs/symbols	$1.51/gal. 3 lb/$1.00.		Abbreviations for quantities/containers Reading prices

A-II: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of people who are sick or injured, identify illnesses or injuries.	A
	**Identify parts of the body.	
Key 2.	Given pictures of people who need minor medical care, suggest action or medicine to be taken.	B
Key 3.	Respond physically to common instructions from doctor/nurse.	D
4.	Given an emergency situation, call the appropriate agency for assistance and give the nature of the emergency, name, address, and telephone number.	C
5.	Make a medical appointment giving name, telephone number, and nature of the problem.	E

Suggested Resources

- Lifeskills 1, pp. 87-94.
- Impact 1, Lesson 9.
- Lifelines 1, Lessons 17, 18.
- Side by Side: One, pp. 88-91, 177-178.
- A Conversation Book: One, pp. 140-141.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-II: HEALTH

Function	Example	Structure	Related Items
Express/inquire about pain	What's wrong? What's the matter? He can't sleep. She has the flu. I have trouble walking.	Verb: simple present Wh-questions	Illnesses Parts of the body Symptoms
Instruct someone to do something*	Inhale/exhale.* Open your mouth and say "ah."*	Imperative	
Advise someone to do something	You should see a doctor. You should give him cough medicine. Drink some hot tea.	Modal: should	Medicine bottle labels Remedies
Express needs/wants	I need a checkup. I want to make an appointment. I'd like to make an appointment.	Want to + verb Would like to + verb	
Report information causally related	I have a headache because I'm hungry. He can't walk because his foot hurts.	Because + clause	
Suggest a course of action	Don't move him. Call an ambulance. Call the fire department.	Imperative	Emergency situations

*Students to respond only.

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A-II: COMMUNITY SERVICES

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given letters to be sent within the United States and overseas, purchase the needed postage.	B
Key 2.	Given a blank envelope, address it correctly to be mailed in the U. S.	A
3.	Identify the correct slots for different types of mail.	A
4.	Identify postal items.	B

Suggested Resources

- A New Start: Student's Book, p. 61.
- A New Start: Literacy Workbook 2, pp. 17-19.
- Lifelines 1, Lesson 16.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

Function	Example	Structure	Related Items
Identify objects	What is he doing? He is mailing a letter. He is sending a package to his sister. That's for local mail.	Verbs: present continuous	Postal items
Express/inquire about needs/wants	I need some postcards. How many stamps do you need? I don't need any stamps, but I need an aerogram.	Indefinite adjectives: some/any Wh-questions Conjunction: but	
Ask/answer requests for information	How much does it cost to mail a postcard? It's 13¢. How much is an airmail letter? Where can I mail this letter? What's the zip code? What's your address?	Wh-questions	

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A-II: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of various occupations, ask and answer questions about job titles, places of work, tasks, and tools.	A
Key 2.	Given a simplified job application form, fill in personal data, education, and experience.	C
3.	Given an alphabetical list of job titles, locate jobs specified by the teacher.	D
4.	Ask and answer questions about work preferences.	B

Suggested Resources

- Lifeskills 1, pp. 56-57.
- A Conversation Book: One, pp. 116-119.
- English That Works 1, Units 1, 2.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-II: FINDING A JOB

Function	Example	Structure	Related Items
Ask/answer requests for information	What is he? Where does a mechanic work? He works in a garage. What does he do? He changes tires and pumps gas. What work experience do you have? How long did you work? What did you do in your country? How many years did you go to school?	Wh-questions Verbs: past tense	Occupations, tools Work places Simplified job application form
Express/inquire about likes/dislikes	Do you like to work outside? Do you like to work outside or inside? I like to work alone. I don't like to work at night.	Like to + verb Conjunction: or	Working conditions
Express needs/wants/ intentions	I want to be a mechanic. I want to work in an office. I plan to find a job. I don't have a car. I need to work near a bus stop.	Verb to + verb	

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A-II: ON THE JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the page below		Competencies
Key 1.	Given a work situation, follow two-step instructions to complete a task.	A
	**Ask for clarification of unclear instructions.	
Key 2.	Given work place safety signs, explain what should/should not be done.	B
Key 3.	Given a work schedule, ask and answer simple questions about work hours and duties.	B,C
4	Apologize and give a reason for lateness.	E
5.	Inquire about the location of people, facilities, and equipment at the job site.	C

Suggested Resources

- Speaking Up at Work, Unit 1, Section 3.
- Speaking Up at Work, Unit 2, Section 2.
- The Work Series, Getting to Work.
- The Work Series, Work Rules.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Report information chronologically related	What does he do on Monday? Who washes the dishes in the morning? When do you work at night? I work Monday, Tuesday, and Wednesday nights. She has Friday and Saturday off.	Wh-questions Adverbs of frequency	Work schedules
Ask/answer requests for information	Where is the supply closet? Where can I find more soap?	Modal: can	Equipment/personnel
Ask/answer requests for clarification	Excuse me. What did you say? I don't understand. What should I do?	Wh-questions Modal: should	Rising intonation
Identify meaning of signs/symbols	We must wash our hands. We must enter there. We can't smoke in here.	Modals: must, cannot, have to x means y	Workplace signs
Apologize	I'm sorry I'm late. The bus was late. My car broke down.	Be: past tense Verbs: simple past	

A III

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level A-III

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

Time Block: I

Personal Identification

1. Ask/answer questions: Self ____
2. Complete form ____

Telephone/Communication

1. Take/leave messages ____
2. Find phone numbers ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

Time Block: II

Food

1. Compare prices ____
2. Find food in supermarket ____
3. Read labels ____

Health

1. Make appointment ____
2. Read labels ____
3. Make emergency calls ____

Money/Banking

1. Write checks ____
2. Explain different accounts ____
3. Request correct change ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level A-III

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

Time Block: III

Finding a Job

1. Read want ads ___
2. Interview ___

Housing

1. Read housing ads ___
2. Call management for repairs ___

Clothing/Consumerism

1. Suggest clothing ___
2. Find items in store ___
3. Exchange/return items ___

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

Time Block: IV

Transportation

1. Give directions ___
2. Read bus schedules ___
3. Explain signs ___

On the Job

1. Give/follow instructions ___
2. Call about lateness/absence ___

Community Services

1. Complete money order ___
2. Complete change of address card ___

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

A-III: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Ask and answer questions about self-identification, including name, address, telephone and social security numbers, birthdate and place, height, weight, hair/eye color, names and ages of children, previous education, and work history.	A
Key 2.	Fill out a personal data form requesting the above information, plus sex and signature.	B
3.	Introduce self and others, using appropriate forms of address and introduction.	C

Suggested Resources

- English for Adult Competency I, Unit 1.
- A Conversation Book: One, pp. 2-6.
- English That Works 1, Unit 1.
- GrammarWork 1, pp. 1-4, 8-10.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-III: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	Are you Thuy? What's your name? I'm Lupe Paz. That's Mr. Cooper.	Be: present	Use/order of names and titles
Introduce self/others	Thuy, I'd like you to meet Pete. Pete, this is Thuy. Nice to meet you (too).	Would like	Formal/informal introduction
Ask/answer requests for information	Where did you work in Ethiopia? What did you do? I came here one month ago. Aren't you from Laos? I went to school for 6 years.	Wh-questions Negative questions (response only) Verbs: simple present, simple past Subject pronouns Adverbials of time: for, ago	Personal data forms
Ask/answer requests for clarification	Excuse me, what did you say? Please repeat that. What does _____ mean? Did you say _____ ? No. I said _____ .	Wh-questions Yes/no questions	

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A-III: TELEPHONE/COMMUNICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Using the teletrainer, take and leave simple phone messages.	A,B
	**Initiate and end conversations appropriately.	
	**Repeat and write telephone numbers from dictation.	
Key 2.	Using the white pages, find residence and business listings as specified by the teacher.	C
3.	Respond appropriately when making or receiving a wrong number call.	D
4.	State reasons a person might call the operator.	E
5.	Using a telephone book, find area codes and long distance rates.	C

Suggested Resources

- English for Adult Competency I, p. 20.
- A Conversation Book: One, pp. 99-100.
- Lifeskills 1, pp. 34-35.
- Speaking of Survival, pp. 124-127.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

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A-III STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL IV)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Can satisfy basic survival needs and a few very routine social demands. Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. A native English speaker used to dealing with limited English speakers will have difficulty communication with a person at this level.	Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases. Participates in basic conversations in a few very routine social situations (e.g., greeting, inviting). Speaks with hesitation and frequent pauses. Some control of basic grammar.	Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.

Function	Example	Structure	Related Items
Identify self/others	Hello. This is _____.		Telephone etiquette
Make a request	May I speak to _____? Is _____ there? May I leave a message?	Modal: may Yes/no questions	
Ask someone to do something	Please tell him _____ called. Please ask him to call me.	Object pronouns Imperative	
Ask/answer requests for clarification	Who? 563-1876? Please spell your name.		
Express a logical conclusion	I'm sorry. You must have the wrong number. I'm sorry. I must have the wrong number.	Modal: must	Wrong number calls
Greet/take leave	Hello _____. This is _____. Thanks for calling. Bye.		
Give/accept apology	I'm sorry. That's OK.		
Express/inquire about capability	If you have a bad connection, you can call the operator.	Conditional clauses: present real Modal: can	Using operator

A-III: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a shopping list of five items and two newspaper food ads, compare the list and ad prices to determine where to shop.	B,C
Key 2.	Given a diagram of a supermarket and shelves, ask and answer questions about the location of items.	D
	**Categorize items (e.g., meat, produce, dairy, frozen foods).	
Key 3.	Given price labels from supermarket shelves or food packages, ask and answer questions about items, including price, weight, and unit price.	C,E
4.	Write a shopping list of items needed for a specific dinner or recipe.	A,G
5.	Give simple directions for preparing food.	G

Suggested Resources

- English for Adult Competency I, Unit 2.
- Impact 2, Lesson 2.
- Side by Side: One, p. 121.
- GrammarWork 1, p. 79.
- Lifelines 1, Lesson 9.
- Notion by Notion, Lesson 11.
- Speaking of Survival, pp. 147-158.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

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Function	Example	Structure	Related Items
Express/inquire about needs/wants/intentions	You need a cup of flour and two eggs. I need two heads of lettuce, a half gallon of milk, and some chicken legs. Do you need anything? No, I don't need anything.	Wh-questions Yes/no questions Indefinite adjectives Nouns: count, noncount Articles: a, an Indefinite pronouns	Quantities/ containers Recipes Shopping list
Report descriptive information about location/direction	Where is the dairy section? It's in the back of the store. Rice is in Aisle 3. It's on the top shelf.	Prepositions of place: in, on, next to	Food categories Supermarket
Identify signs/ symbols	How much are eggs at _____ ? They're 99¢ a dozen. How much is chicken? It's $.59 a pound.	Wh-questions Nouns: count, noncount	Store ads Food labels
Advise someone to do something	You should shop at _____ ; it's cheaper. Chicken costs less at _____ . Buy the larger can. The 40-oz. can is the best buy. It's the cheapest.	Comparatives Superlatives	Food ads Unit pricing

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A-III: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Call to make a medical appointment, providing name, telephone number, and nature of the problem.	E
Key 2.	Given simplified medicine bottle labels, report the dosages and warnings on them.	F
Key 3.	Given an emergency situation, call the appropriate agency and state the nature of the emergency, name, address, and telephone number.	C
4.	Fill out a simplified medical form.	H
5.	Call school/work to report lateness or absence.	G

Suggested Resources

- English for Adult Competency I, Unit 3.
- Speaking of Survival, pp. 14, 20-29.
- Lifeskills 2, pp. 71-73.
- A Conversation Book: Two, p. 137.
- Side by Side: One, pp. 179-180.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Ask/answer requests for information	My son is sick. What's the matter with him? He has a high fever. When can the doctor see him?	Wh-questions Object pronouns	Making appointments Telephone etiquette
Express/inquire about obligation	You must take one before each meal. Do I have to finish this? Don't give this to young children. You have to take one teaspoon every four hours. How much should I give him?	Modals: must, should, have to Wh-questions Adverbs of time: daily, every, once	Medicine bottle labels
Express fear/worry	I'm worried because my baby won't eat. I'm worried about my daughter's fever. She's been sick for five days.	Because + clause Verb: present perfect Possessive ('s)	
Report information causally related	I'll be late because my car broke down. I can't come to work because I'm sick. I have a fever. How did you break your arm? I fell out of a tree.	Verbs: simple past Because + clause	Telephone etiquette
Report descriptive information about location	There's been an accident at the corner of _____ . We need an ambulance at _____ . There's a fire at _____ .	Prepositions of place There is/has been	Emergency situations

A-III: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a bill and a personal check, write the check for the amount due.	C
	**Write amounts in words and numerals.	
Key 2.	Explain differences between checking and savings accounts.	D
	**Identify common banking terms.	
Key 3.	When incorrect change is given from $20.00, identify error and request the correct change.	B
4.	Given a paycheck, verify that it is made out correctly and endorse it.	C

Suggested Resources

- English for Adult Competency I, Unit 8.
- Lifeskills 2, pp. 12-17.
- A New Start: Student's Book, pp. 123-129.
- GrammarWork 1, p. 21.
- Speaking of Survival, pp. 98-112.
- English That Works 1, Unit 5.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Ask/answer requests for information	Do you have a checking account? If you have a savings account, you get interest on your money. If you have a checking account, you don't need to carry cash. You can pay by check.	Conditional clause: real present Modal: can General "you"	Banking terms Checkwriting
Correct an error	Excuse me, I think you've made a mistake. Excuse me. You owe me $5.00. Would you mind counting that again? I gave you a twenty.	Modal: would	Making change Polite language

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A-III: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given want ads from level texts, ask and answer questions about the jobs advertised.	D
Key 2.	Given a local job opening, interview for that job, answering questions related to skills, experience, and education.	E
	**Discuss appropriate interview behavior.	
3.	Given a job application form and a specific job to apply for, complete the form.	C
4.	Suggest where to look for jobs.	B
5.	Call for an interview appointment.	E

Suggested Resources

- English for Adult Competency I, Unit 7.
- English That Works 1, Units 2, 3, 6.
- A Conversation Book: One, pp. 121-122.
- Impact 2, Lesson 5.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

A-III: FINDING A JOB

Function	Example	Structure	Related Items
Express/inquire about needs/wants/intentions	I plan to be an auto mechanic. What do you want to do? I hope to find a full-time job.	Verb to + verb	Occupations
Ask/answer requests for information	What did you do in your country? Have you worked in the U. S.? I was a soldier for 12 years. I've cleaned offices for three months. I can sew. I can work hard.	Verbs: present perfect Yes/no questions Short answers Modal: can	Job interview
Request something	I'd like to make an appointment for an interview. I'd like an appointment with the supervisor.	Would like to	
Expand abbreviated messages	What does exp mean? It means "experience." It says "no experience necessary." Do you need a diploma? Is it full-time or part-time?	Yes/no questions Wh-questions X means y	Want ads
Express/inquire about capability	Can you type? No, I can't, but I can file. Can you work nights? When can you start? I can start right away.	Modal: can	Job interview

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A-III: HOUSING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a housing want ad from level texts, ask and answer questions on the unit for rent, including the number and types of rooms, the rent, and utilities provided. **Identify what rent does/does not include.	F
Key 2.	Given a visual of a house in disrepair, identify problems and call management to request repairs.	E
3.	Describe the location of various stores or services in own/school's neighborhood.	C
4.	Given visuals of different types of housing and rental conditions, select one and state reasons for choosing that one.	G

Suggested Resources

- English for Adult Competency I, Unit 5.
- Speaking of Survival, pp. 50-64.
- Side by Side: One, p. 38.
- Impact 1, Lesson 10.
- Impact 2, Lesson 6.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Report descriptive information about location	There is a drugstore and a supermarket in my neighborhood. The drugstore is next to the supermarket.	Prepositions of place There is/there are	
Express/inquire about obligation	Are utilities included? Do I have to pay for gas? You must sign a six-month lease. You cannot have any pets.	Modal: must, cannot Have to	Want ads Leases
Expand the meaning of abbreviated messages	There are two bedrooms. The rent doesn't include electricity. Electricity is extra.		Want ads
Express preference	I prefer a two-bedroom apartment. I'd rather live in a house. I'd rather live near a bus stop.	Noun + noun Would rather Verbs: present tense	
Express/inquire about permission	Are pets allowed? If I have children, can I rent the apartment? It's O.K. if you have pets.	Verbs: present tense Yes/no questions Conditional clauses: real present Modal: can	
Suggest a course of action	The stove doesn't work. Why don't you call the landlord? You should call the landlord.	Negative questions	Housing problems

A-III CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of various situations (e.g., a job interview, a movie), suggest appropriate dress.	B
Key 2.	Given a list of clothing items for family members and a cross-section visual of a department store, ask and answer questions about location of items.	C
Key 3.	In a store simulation, present receipt to return or exchange merchandise, providing reason.	G
4.	Given simplified care labels, state how the items should be cleaned.	F
5.	Give and respond to compliments.	D

Suggested Resources

- English for Adult Competency I, Unit 6.
- English for a Changing World: Cue Book 2, Chart 4.
- A New Start: Student's Book, pp. 118-120.
- A Conversation Book: Two, p. 36.
- GrammarWork 1, pp. 25-53.
- GrammarWork 2, pp. 24, 73.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

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LANGUAGE A-III: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Request assistance	Excuse me. Can you help me? Could you exchange this for me?	Modal: can, could	
Advise someone to do something	If you work with heavy equipment, you shouldn't wear sandals. You should wash this sweater in cold water. You should wear a tie to an interview.	Conditional clause: real present Modal: should	Appropriate clothing for situations Care labels
Give/respond to compliment	That's a pretty blouse. I like your hat. I like yours, too.	Possessive: adjectives, pronouns	
Report descriptive information about location	Women's shoes are on the third floor. Where can I find a dress for my wife? The dress department is next to the shoe department.	Prepositions of place	Store diagram
Express likes/dislikes	I like polyester because it's washable. I like the print, but the dress is too big. My son doesn't like it. It's the wrong color.		Sizes Colors
Express needs/wants/ intentions	I'd like to return this. It's too big. I need a smaller one.	Comparatives Too + adjective Very, too, enough	Return/exchange

22.

A-III: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a local map, give directions from school to a familiar place, as specified by the teacher.	B,C
Key 2.	Given a bus schedule for a local route, ask and answer questions about arrival and departure times, and length of trip.	E
Key 3.	Given visuals of traffic signs, explain their meanings.	F
4.	Call for fare and schedule information.	E

Suggested Resources

- English for Adult Competency I, Unit 4.
- Side by Side: One, pp. 144-148.
- Impact 1, Lesson 11.
- Impact 2, pp. 118-121.
- English That Works 1, Unit 4.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
	How long does it take? It takes 40 minutes.	Wh-questions.	Bus schedules.
Give/ask for directions	Take Route 50 to Park Drive. Turn right on 17th Street.	Prepositions of place. Imperative.	Map.
Ask/answer requests for clarification	Where do I turn left? When does the bus leave? Did you say right or left?	Wh-questions. Yes/no questions.	Rising intonation.
Warn others to take care or refrain from doing something	Slow down. This road is slippery when wet. Turn at the next street. You can't make a U-turn here.	Imperative.	Traffic signs.
Report descriptive information about location	It's on the corner of 14th & K. The bank is on the right across from the post office.	Prepositions of place.	
Report information chronologically related	There's a bus every 15 minutes. If you leave at 10:15, you'll arrive at 10:55. The bus leaves at 10:15 and arrives at 10:55.	There is/are. Real conditions.	Bus schedules.

A-III: ON THE JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a work situation, give and follow instructions to complete a task. **Confirm understanding by repeating instructions.	A
Key 2.	Call employer to inform about expected lateness or absence.	E
Key 3.	Given a pay stub, identify gross and net pay.	F
4.	Given a task that requires assistance, request help from a co-worker and explain what needs to be done.	A,C
5.	Ask employer for time off.	E

Suggested Resources

- Speaking Up at Work, Unit 1, Section 2.
- Speaking Up at Work, Unit 2, Section 3.
- Speaking Up at Work, Unit 3, Section 2.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Give/seek permission	Can I take off tomorrow afternoon? I have to see the doctor. May I come in late tomorrow? May I work on Saturday and take tomorrow off?	Modal: may, can	
Instruct someone to do something	First, you turn on the switch. Then move the polisher like this.	Imperatives Adverbs of sequence	Machines and equipment
Rquest assistance	Could you help me? Could you give me a hand?	Modal: could	
Ask someone to do something	Please help me move these boxes. Please hold this while I hammer. Hold the bolt while I tighten the screw.	Imperatives While + clause	Tools Job tasks
Report information causally related	I can't come to work. I'm very sick. I have a fever.	Modal: can	Illnesses Symptoms
Ask/answer requests for clarification	Did you say 100 napkins? I should go to room 336? You want me to make coffee, right?	Yes/no questions	Rising intonation

A-III: COMMUNITY SERVICES

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a bill, purchase and complete a money order.	C
Key 2.	Given a new address and a change of address card, complete the card.	C
3.	Inquire about prices and procedures for insuring packages, and for registering (certifying) letters.	B
4.	Apply for a library card by presenting necessary identification and completing application.	D

Suggested Resources

- English for Adult Competency I, Unit 5.
- Lifeskills 2, pp. 41-43.
- Speaking of Survival, pp. 114-116, 121-123.
- Lifelines 1, Lesson 6.
- A Conversation Book: Two, p. 80.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

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Function	Example	Structure	Related Items
Inquire/report about how to do something	How do I fill out a money order?	Wh-question: how	
Ask/answer requests for information	How much does it cost to send a letter? Have you filled out the necessary forms? Have you mailed the package yet?	Verbs: present perfect Yet, already	
Request something	May I have a change of address card?		
Express wants/needs/ intentions	I'd like to insure this package. I need some stamps. I want to send a registered letter to Vietnam.	Would like to Verb to + verb	
Advise someone to do something	If you only want stamps, buy them from the machine. If you move, you should fill out a change of address card.	Conditional clauses: real present	

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APPENDICES

APPENDIX A

READING AND WRITING ENABLING SKILLS

Introduction

The purpose of this section is to point out "enabling skills" which are necessary for the development of the students' proficiency in reading and writing. These skills are not ends in themselves, but rather means which enable the student to perform the objectives in the curriculum which involve reading and writing. The development of these skills is essential for student progression because the degree of reading and writing proficiency required for each level's performance objectives assumes that the student has generally mastered the reading and writing enabling skills at the previous level.

Following is an overview of the reading and writing enabling skills to be developed throughout this track's instructional levels. On each performance objective sheet there is a reminder for teachers to consult the overview in order to determine which skills to develop during the topic. Given the needs of a particular class, we encourage teachers to modify our level recommendations wherever appropriate. We emphasize that all skills should be developed by the end of the instructional level in order for the student to progress to the next level. Developing these skills, then, should comprise a regular component of instruction.

Although we do not formally evaluate the students' mastery of the reading and writing skills as performance objectives, in A-III and the B-Track we do give the students global evaluations of their reading and writing at the end of every three-week time block in the space provided for this on their achievement plan.

A-TRACK READING ENABLING SKILLS

	Literacy & A-I	A-II	A-III
Symbols and Phonics	Match pictures with actual objects. Identify lower-case and upper-case letters. Identify numbers. Identify words. Match letters with sounds. Pronounce C and V sounds in initial position of words.	Identify plural and possessive "s." Identify common symbols (#, $, %, ¢, &) Identify cursive letters. Identify periods, commas, and question marks. Pronounce (C)V(C) patterns.	Identify silent letters. Identify punctuation marks. Identify paragraphs as units. Identify abbreviations. Pronounce (C)(C)V(C)(C) patterns.
Word Analysis and Vocabulary	Match words with pictures. Identify words.	Match phrases with pictures. Match antonyms. Recognize suffixes. Divide words into syllables.	Deduce meaning of compound words. Identify affixes. Use an Eng-Eng dictionary to confirm word meaning. Match synonyms and antonyms.
Use of Context	Identify subjects by pictures/ titles. Follow left to right progression. Follow top to bottom progression.	Use picture context to deduce word meanings. Identify sentences and paragraphs as units. Find words in alphabetical listing. Use sentence context to deduce word meaning.	Use a dictionary to determine a word's meaning, given its use in context. Identify tense and time markers. Find alphabetical listings in classified section of newspaper. Put missing words into paragraph.

A-TRACK WRITING ENABLING SKILLS

	Literacy & A-I	A-II	A-III
Handwriting and Notetaking	Hold pen and make basic letter strokes. Trace numbers and letters on a line. Copy printed letters. Print from left to right and top to bottom. Print alphabet and numbers.	Write dictated sequence of letters/numbers/words. Copy words and sentences. Arrange words in alphabetical order. Write cursive letters. Progress from bottom of one page to top of next.	Take notes from short text. Take messages and notes.
Spelling, Punctuation, and Format	Match letters with sounds. Write dictated numbers/letters. Write letters for dictated sounds. Spell names and words. Leave spaces between words. Write a series of dictated words.	Spell dictated words. Use capitalization. Copy words and sentences correctly. Spell with -s/-ed/-ing.	Write dictated phrases and sentences. Use punctuation. Use common affixes. Use a dictionary to confirm spelling. Arrange/write words alphabetically. Position dates, greeting, and signature in notes.
Sentence and Paragraph Development	Copy words and phrases.	Write dictated words/phrases. Copy/write phrases and short sentences. Copy/write paragraph-length notes.	Write dictated sentences. Unscramble sentences into paragraph. Write paragraphs.

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APPENDIX B

CROSS-CULTURAL QUESTIONS

Introduction

The purpose of this section is to promote discussion, understanding, and appreciation of cultural similarities and differences. The section should be especially useful for those programs with no bilingual cultural orientation component. The question format is designed to encourage discussions which will reveal a variety of customs and beliefs in both the native cultures and the target American culture.

These cross-cultural questions can serve a number of purposes. First of all, their discussion should increase students' understanding of their own and American cultures. This understanding might ease students' adjustment to their new lives in the United States. Greater cross-cultural understanding is also likely to motivate and enhance language learning. Moreover, the potential for these questions to provide spontaneous conversational practice both in and out of the classroom should not be overlooked.

For the teacher's convenience, all questions in Part One are organized into topics which correspond to the topics in the curriculum. Part Two contains questions which do not correspond directly to curriculum topics but which are nonetheless germane to understanding cross-cultural issues and life in the United States.

The questions presented here can be used to introduce topics or as discussion starters during on-going topics of study. Teachers may select and adapt them as is appropriate for the needs and backgrounds of their students. It is expected that these questions will lead to other questions and further discussion. Discussion may take place among the class as a whole or in small groups. Students should give information about their own cultures and then talk about what they know of life in the United States. Teachers may facilitate or participate in the discussions--addressing the question from one or more American points of view.

PART ONE

Clothing and Consumerism

1. Where do people shop?
2. Do they bargain with merchants?
3. Can items be exchanged/returned?
4. How do people pay? cash? check? credit?
5. What is clothing like?
6. How do men's and women's dress differ?
7. What do children wear to school? at home?
8. Is there special dress for special occasions (weddings, funerals, etc.)?
9. Are there any rules about the clothes people wear?

Finding a Job

1. How do people get jobs?
2. Do they need any special papers to work?
3. How do people get trained for work?
4. Do people change jobs? Why?
5. When do people retire?

Community Services

1. What is the local government responsible for?
2. What happens when there is a fire?
3. What happens when there is an accident?
4. What is the postal service like?
5. Are there recreational or adult education services?
6. Are there public parks?
7. What kind of taxes do people pay?
8. Are there special services for people with little or no money?

Food

1. What do people eat?
2. How is food cooked?
3. Who cooks it?
4. How is food eaten (utensils)?
5. How many meals are eaten each day? When?
6. Where is food bought? Who buys it? How often?
7. Is there an equivalent to "fast food?"
8. Do people eat in restaurants?

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Health

1. What do people do to stay healthy?
2. What do they do when they are sick?
3. How do they get medicine?
4. When do people see doctors?
5. Are there clinics/hospitals? What are they like?
6. Who pays for hospitalization?
7. Are there special programs for the physically/mentally handicapped?

Money and Banking

1. What is the money like (bills, coins, etc.)?
2. How do people earn money?
3. What do they do with their money?
4. Can people borrow money from banks? For what purposed?

Personal ID

1. How many names do people have?
2. Who gives them their names? When?
3. Do names have meanings?
4. Do names ever change? When?
5. What are the different ways people are addressed (titles, etc.)?
6. Are any "personal" days celebrated (birthday, etc.)?

Housing

1. What is housing like? Describe typical homes in urban/rural areas.
2. Do most people own or rent their homes?
3. How are homes furnished (furniture, appliances, etc.)?
4. How are they heated/cooled?
5. Who usually shares housing?

On the Job

1. Who works?
2. What are typical jobs?
3. Is there a minimum wage?
4. Are there benefits?
5. What is the boss/worker relationship?
6. What is a cause to be fired?

24

Telephone and Communication

1. Do most people have telephones?
2. How do they get one?
3. How do they pay for calls?
4. When do people write letters/send cards?

Transportation

1. How do people get around?
2. What distance is considered too far to walk?
3. Who owns cars?
4. What is traffic like? How do people drive?
5. What is bus service like?
6. Do people travel very much? For what reasons?

Time and Weather

1. What is the climate like?
2. Are there different seasons?
3. What kind of calendar is used?
4. How are days divided (morning, afternoon, etc.)?

PART TWO

Citizenship

1. What does it mean to be a citizen?
2. What are the responsibilities of citizenship?
3. How do people become citizens?
4. When do people sing the national anthem?
5. Are the colors/symbols on the flag significant?

Language

1. Is there an official language?
2. What other languages are spoken? By whom? When?
3. Are some languages more important than others?
4. Is there formal/informal language?

Education

1. What is the purpose of education?
2. Is education required? For whom?
3. What kinds of schools are there?
4. What is the student/teacher relationship like?
5. What is studied?
6. What kind of educational opportunities are there after high school?

Religion

1. What religions are there?
2. Is there an official/state religion?
3. How do people practice their religion?
4. How does religion affect people's day-to-day lives?

Social Life/Attitudes

1. How do people socialize?
2. Who do people socialize with?
3. Do they socialize during or after work/school?
4. Do people go on dates? At what age?
5. How do people meet their spouses?
6. Do unmarried people ever live together?
7. What do people think about homosexuals?
8. What do they think about single adults?

25

APPENDIX C

PRONUNCIATION

This pronunciation appendix includes eleven sections. Each section focuses on one particular pronunciation contrast and supplies a brief listing, by topic area, of topic-related minimal pairs.

Pronunciation is too often neglected, perhaps because it is a difficult activity to integrate smoothly into the rest of the class activities. The purpose of this resource is to provide a format for introducing pronunciation through vocabulary that is relevant to the topic being taught. The minimal pairs constitute topic-related vocabulary that can be introduced in an initial pronunciation lesson at the beginning of a topic (e.g., shoes/choose in Clothing/Consumerism), and which can be relevantly used later in the same topic after the pronunciation lesson itself is over. This allows teachers and students to maintain a pronunciation focus throughout a series of lessons that might otherwise be lost.

This section's lists of minimal pairs are not intended to be comprehensive. (Many extensive listings already exist.) It focuses only on those problems which have most impeded the intelligibility of our particular student population, primarily Indochinese, at the time this resource was made. Teachers with students from different language backgrounds might want to use this same format to focus on some pronunciation contrasts that are not listed here. Other aspects of pronunciation, such as stress and intonation (not addressed in this appendix), should, of course, also receive focus.

/iy/ /i/

Personal ID

lead/lid	leased/list
Jean/gin	lean/Lynn
green/grin	teen/tin
deed/did	keyed/kid
leave/live	keen/kin

Food

lead/lid	leak/lick
deal/dill	peel/pill
bean/bin	eat/it
meal/mill	feel/fill
lean/Lynn	seep/sip
beat/bit	meat/mitt

Health

leave/live	cheek/chick
feel/fill	sleep/slip
peel/pill	eel/ill
feast/fist	leap/lip
heel/hill	feet/fit
heap/hip	

Housing

bead/bid	leased/list
keyed/kid	leave/live
lead/lid	leak/lick
seep/sip	seat/sit

Transportation

greased/grist	leave/live
feel/fill	jeep/gyp

Clothing/Consumerism

bead/bid	each/itch
peak/pick	green/grin
sleep/slip	sneaker/snicker
neat/knit	steal/still

Employment

deed/did	leave/live
reach/rich	seek/sick
feel/fill	

Money and Services

greed/grid	reach/rich
deal/dill	steal/still
cheap/chip	jeep/gyp
sleep/slip	

Good Extras

seen/sin	sheep/ship
deep/dip	heed/hid
ease/is	we'll/will
	he's/his

C.2

25

/f/ /p/

Personal ID

pair/fair
peel/feel
pride/fried
wipe/wife
pup/puff

Food

pair/fair
pan/fan
peel/feel
sipped/sift
supper/suffer
lope/loaf
cup/cuff
pig/fig
pen/fin
pour/four
coffee/copy
beep/beef

Health

paint/faint
pat/fat
supper/suffer
cops/coughs
pups/puffs
cop/cough
limp/lymph
pup/puff

Housing

paint/faint

Transportation

packed/fact
passed/fast
plight/flight
shipped/shift
stripe/strife

Clothing/Consumerism

pad/fad
passion/fashion
pin/fin
pit/fit
cups/cuffs
cup/cuff

Employment

pail/fail
pays/phase
praise/phrase
shipped/shift
copy/coffee

Money and Services

pays/phase
cheap/chief

Good Extras

past/fast
leaped/leafed

C.3

25

/p/ /b/

Personal ID

pride/bride
pen/Ben
sopping/sobbing
slop/slob
sop/sob

Food

pack/back
pea/be
pie/buy
pig/big
played/blade
pound/bound
cop/cob
cup/cub
pan/ban
poured/board
pressed/breast

Health

pack/back
pore/bore
pox/box
palm/balm
pressed/breast
plead/bleed
pus/bus
rapid/rabid
staple/stable
nipple/nibble
lope/lobe
lap/lab
rip/rib

Housing

poured/board
prick/brick

Transportation

path/bath
pike/bike
pus/bus
rapid/rabid
rope/robe
cap/cab

Clothing/Consumerism

pair/bare
patch/hatch
pleat/bleat
rope/robe
cap/cab
rip/rib
slop/slob

Employment

pace/base
peg/beg
mop/mob

Money and Services

pay/bay
pie/buy
pond/bond
peg/beg
pill/bill
pet/bet

Good Extras

pad/bad
pest/best
pit/bit
ample/amble
simple/symbol
slap/slab

C.4

25

/l/ /r/

Personal ID

lap/rap	jelly/Jerry

Food

liver/river	loot/root
lot/rot	fleas/freeze
glass/grass	belly/berry
fly/fry	stole/store
coal/core	bill/beer

Health

lice/rice	liver/river
fleas/freeze	lip/rip
list/wrist	lump/rump
lung/rung	belly/berry
glow/grow	

Housing

limb/rim	lake/rake
lamp/ramp	files/fires
glass/grass	lock/rock
loom/room	lug/rug
leak/reek	wall/war

Transportation

lace/race	lack/rack
lane/rain	late/rate
lied/ride	light/right
load/road	lock/rock
long/wrong	clash/crash
fly/fry	tile/tire

Clothing/Consumerism

lag/rag	leak/reek
lip/rip	loom/room
clutch/crutch	clash/crash

Employment

lied/ride	filing/firing
files/fires	bore/bowl

Money and Services

lack/rack	late/rate
loot/root	stole/store
bill/beer	poor/pole

Good Extras

law/raw	climb/crime
cloud/crows	hills/hears
collect/correct	

C.5

/s/ /sh/

Personal ID

self/shelf
single/shingle
see/she
sigh/shy
Sue/shoe

Food

sack/shack
sealed/shield
self/shelf
sour/shower
bass/bash
sake/shake
seed/she'd
sip/ship
suit/shoot
mess/mesh

Health

save/shave
sin/shin
sore/shore
seat/sheet
sock/shock
sour/shower

Housing

sack/shack
seat/sheet
single/shingle
lease/leash
said/shed
seep/sheep
leased/leashed
mess/mesh

Transportation

fasten/fashion
sip/ship

Clothing/Consumerism

sock/shock
sue/shoe
fasten/fashion
sown/shown
sort/short
suit/shoot

Employment

classed/slashed

Money and Services

save/shave
sign/shine
lease/leash
sell/shell
leased/leashed

Good Extras

said/shed
so/show
seed/she'd
last/lashed
same/shame
mass/mash
classes/clashes
class/clash

c.6

26

/g/ /k/

Personal ID

girl/curl
glad/clad
gold/cold

Food

gain/cane
glass/class
goat/coat
grab/crab
piggy/pinky
lag/lack
sag/sack
tag/tack
pig/pick
hog/hock

Health

gall/call
gauze/cause
bag/back

Housing

glows/close
glue/clue
got/cot
grass/crass
gutter/cutter
league/leak
crag/crack
bug/buck
brig/brick

Transportation

grease/crease
lug/luck
hag/hack
rag/rack

Clothing/Consumerism

gap/cap
gape/cape
glad/clad
goat/coat
tagging/tacking
tugging/tucking
tag/tack
frog/frock
grease/crease

Employment

gain/cane
gap/cap
glass/class
goal/coal
gum/come
bagging/backing

Money and Services

gash/cash
gold/cold
greed/creed
hog/hock
bug/buck

Good Extras

game/came
gave/cave
ghost/coast
good/could
bigger/bicker
piggy/picky
lag/lack
rag/rack

C.7

26

/s/ /z/

Personal ID

Sue/zoo
niece/knees
floss/flaws
lacy/lazy
loose/lose
niece/knees

Food

sink/zinc
piece/peas
ice/eyes
spice/spies
price/prize
sip/zip
trace/trays
lice/lies
rice/rise
sauce/saws

Health

sink/zinc
racer/razor
fleece/fleas
ice/eyes
floss/flaws
muscle/muzzle
face/phase
niece/knees
dose/doze

Housing

sewn/zone
piece/peas
sauce/saws
sink/zinc
peace/peas

Transportation

sewn/zone
races/raises
bussing/buzzing
bus/buzz
facing/phasing
racing/raising
buses/buzzes

Clothing/Consumerism

sewn/zone
lacy/lazy
lace/lays
niece/knees
sip/zip
piece/peas
fleece/fleas
loose/lose

Employment

race/raise
racing/raising
pace/pays
races/raises
face/phase
sauce/saws

Money and Services

race/raise
pace/pays
prices/prizes
price/prize

Good Extras

see/z
sounds/zounds
place/plays
since/sins
base/bays
sing/zing
ceasing/seizing
force/fours
cease/seize

/f/ /v/

Personal ID

fee/V
feel/veal
life/live

Food

feel/veal
calf/calve
half/halve

Health

infested/invested
infesting/investing
fat/vat

Housing

fan/van
final/vinyl
fine/vine
shuffled/shoveled
infested/invested
infesting/investing

Transportation

fan/van
fee/V
fender/vendor
ferry/vary
leafing/leaving
safer/saver
shuffled/shoveled

Clothing/Consumerism

fail/veil

Employment

fault/vault
file/vile
fail/veil
proof/prove

Money and Services

fault/vault
fee/V
fender/vendor
safer/saver
safe/save
thief/thieve
infested/invested
infesting/investing

Good Extras

fear/veer
fast/vast
fine/vine
few/view
belief/believe
refuse/reviews

C.9

26

/t/ /d/

Personal ID

tear/dear
tense/dense
title/tidal
eaten/Eden
bright/bride
teen/Dean
tick/Dick
putting/pudding
heat/head

Food

dill/till
tip/dip
tuck/duck
sweeten/Sweden
bitter/bidder
plant/planned
tin/din
tried/dried
eaten/Eden
seat/seed
beet/bead

Health

tick/Dick
toe/doe
tense/dense
fat/fad
tide/died
trunk/drunk
hurting/herding
debt/dead

Housing

tile/dial
train/drain
seating/seeding
heat/heed
bet/bed
built/build
tore/door
tent/dent
betting/bedding
seat/seed
let/led
cot/cod

Transportation

tent/dent
town/down
trip/drip
heating/heeding
scenting/sending
ton/done
train/drain
trunk/drunk
cart/card

Clothing/Consumerism

tear/dare
tuck/duck
try/dry
pleat/plead
fat/fad
hat/had
tie/die
tore/door
patting/padding
neat/need
coat/code

Employment

rating/raiding
debt/dead
seat/seed
plant/planned

Money and Services

tip/dip
bitter/bidder
betting/bedding
bet/bed
bit/bid
time/dime
traitor/trader
debt/dead
plant/planned
coat/code

Good Extras

ten/den
to/do
bat/bad
at/add
tied/died
ton/done
sat/sad

C.10

/ch/ /sh/

Personal ID

chair/share
cheer/sheer
cheat/sheet

Food

cheap/sheep
cherry/sherry
hatched/hashed
batches/bashes
cheese/she's
chop/shop
matched/mashed
crutch/crush

Health

cheek/shiek
chalk/shock
crutches/crushes
chin/shin
crutch/crush

Housing

chair/share

Transportation

chip/ship
chipped/shipped
catching/cashing

Clothing/Consumerism

chew/shoe
matched/mashed
watching/washing
cheat/sheet
cheating/sheeting
choose/shoes
watched/washed
watches/washer

Employment

choose/shoes
chose/shows
chore/shore
witches/wishes

Money and Services

chair/share
catch/cash
catching/cashing
cheap/sheep
cheat/sheet
catches/dashes

Good Extras

chatter/shatter
which/wish
chalk/shock

C.11

27

/e/ /a/

Personal ID

dead/Dad	said/sad
Beth/bath	Ben/ban
pet/Pat	X/axe
sex/sacks	

Food

fed/fad	beg/bag
peck/pack	hem/ham
pen/pan	better/batter
bread/Brad	

Health

dead/Dad	head/had
leg/lag	flesh/flash
Beth/bath	neck/knack

Housing

bed/bad	lend/land
met/mat	set/sat

Transportation

send/sand	wreck/rack
trek/track	gem/jam
guess/gas	left/laughed
pest/passed (past)	

Clothing/Consumerism

fed/fad	mend/manned
leather/lather	vest/vast

Employment

men/man	letter/latter
X/axe	sex/sacks

Money and Services

lend/land	spend/spanned
send/sand	beg/bag
bet/bat	

Good Extras

end/and	shell/shall
then/than	slept/slapped
lest/last	

C.12

27

APPENDIX D

ACTIVITIES/TECHNIQUES

We have included nine activities which REEP teachers have used successfully in our ESL classes. These instructional activities provide for language practice which can be applied in the real world. In planning instruction, one should keep in mind that "while all language is language practice, not all language practice is language use."[1]

We hope the activities included in this section will help teachers prepare lessons that lead to real communication. Teachers may also want to consult the following resource manuals for more ideas:

English as a Second Language Resource Manual, Volume II. The Intensive English as a Second Language and Cultural Orientation Program. Southeast Asia, 1982.

Language Teaching Techniques. Raymond C. Clark. Brattleboro, Vermont: Pro Lingua Associates, 1982.

Communication Starters. Judy Winn-Bell Olsen. San Francisco, California: The Alemany Press, 1981.

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[1]Christopher Brumfit, Problems and Principles in English Teaching, Pergamon Press, Oxford, 1980, p. 125.

DIALOG CREATION

Purpose

To elicit a dialog through pictures and gestures.
Students generate language at their level.

Directions

Teacher chooses a situation relevant to the topic being studied and defines the roles involved. Instead of presenting a prepared dialog, the teacher uses pictures and gestures to elicit the dialog from the class. The teacher accepts all suggestions from the students and encourages them to work together to provide the correct grammar. It's good to start this technique on the overhead projector and then move to individual handouts.

1. Teacher takes one role and the students take the other role to elicit the entire dialog.

2. Repeat the dialog with each half of class taking one of the roles.

3. Give handouts of pictures for individual pair work.

Can be followed up with substitution drills, discussion of alternative ways to say the same thing, and writing the dialog.

Example

See next page.

Applications

Finding a Job:	Making an appointment for an interview.
Telephone:	Extending/declining an invitation.
Health:	Talking to the doctor about health problems.
Clothing:	Exchanging merchandise.

1) ..... 👁👁 2BR

2) Yes. 3rd

3) 😊? ..... util. incl?

4) 😊 OK. 72°

5) ..... LEASE SIGN ?

6) LEASE Mar. 85 → Mar. 86

7) Rent $400? ... Deposit?

8) Deposit = Rent (1 MONTH)

9) When ... 👫 👁👁 apt?

10) Now 👫 🧍

LINE DIALOG

Purpose

To practice short dialogs numerous times with different partners. Stimulates peer teaching.

Directions

1. Students form two lines facing each other.
2. Students in Line A have cue cards to elicit responses from students in Line B.
3. Line A remains stationary, repeating the same questions while Line B answers and moves to the right. Continues until everyone in Line B has responded to everyone in Line A. All pairs are talking at the same time.
4. Line A gives cue cards to whoever is opposite in Line B. Repeat.

Example

Food

A_1 A_2 A_3 A_4

$B_1 \rightarrow B \rightarrow B \rightarrow B$

Line A has cue cards of food pictures.

A_1: (holding card) I'm going to the store. Do you need anything?
B_1: Yes, I need some lettuce.
A_1: How much?
B_1: Two heads.
A_2: (holding card) I'm going to .....
B_1: Yes, I need some milk.

Variations

Low levels may have one simple identification question. Higher levels may have three or four exchanges per cue.

Applications

Personal ID	Picture of globe, ask "Where are you from?"
Clothing	Clothing pictures and prices, ask "What is this? How much is it?"
Health	Visual of sick person, ask "What's the matter with him? What should he do?"
Finding a Job	Visuals of workers, ask "What does he do? Where does he work?"

RESPOND!

(Total Physical Response)

Purpose

To introduce new vocabulary and grammatical structures within the context of a task/process. Reinforces listening skills as students observe the task being performed.

Directions

Select a task/process that can be easily demonstrated with gestures, visuals, and/or props. First, the teacher goes through the process, stating the steps as they are performed. Once the students understand the process, the entire class performs the task as the teacher directs. Finally, the students can give the directions to partners.

Examples

Community Services (Post Office)

1. Fold the letter.
2. Get an envelope and stamp.
3. Put your letter inside the envelope and seal it.
4. Write your name and address in the upper left corner.
5. Write your friend's name and address in the middle.
6. Don't forget the zip code!
7. Lick the stamp and put it in the upper right corner.
8. Go to the mailbox and drop your letter inside.

Variations

1. Students can write their own processes.
2. Follow-up can take the form of questions about the process.

Applications

Health	Taking medicine.
Housing	Performing a household chore/repairing.
Finding a Job	Completing an application.
Food	Preparing food with a recipe.
Telephone	Using a public phone.

ROLE PLAYS

Purpose

To practice speaking and listening skills within real contexts. Encourages spontaneous speech. Gets teacher out of center.

Directions

Have students work in pairs. Each student has a role and cue of what to say. Students carry on their conversations in their own words using the ideas on their cue cards.

Example

Telephone: taking and leaving messages.

Call and leave a message for friend to call back.	You don't understand English very well. Ask caller to speak slowly and repeat twice.

Variations

1. No cue given.
2. Cue cards can have visuals to stimulate a dialog/ situation the students have practiced (e.g., an accident picture to role play a 911 emergency call).

Applications

Clothing:	Clerk: You don't want to accept return.	Customer: Ask to return clothing and give reason.
Health:	Patient: Request a doctor's appointment for a checkup.	Receptionist: Offer several different appointment times/ dates
Housing:	Tenant: You need something repaired.	Manager: You can't do any work until next week.
Finding a Job:	Friend Working: Tell your unemployed friend about a job opening where you work.	Friend Unemployed: You don't want to work in the same place as your friend. Give other preferences for jobs.

SIMULATIONS

Purpose

To prepare students for real-life tasks by contextualizing language.

Directions

Set up the room with enough props/visuals so that the students understand the setting and situation. Assign different roles to be played in the simulation. Students can be involved in determining the setting and roles as well as in preparing the necessary props.

Example

Money/Banking: Set up a bank with customers and tellers. Customers ask to cash checks. Tellers require identification and ask customers to endorse checks. Teller gives the correct amount.

Applications

Health	Clinic: receptionist, nurse, doctor, patients.
Community	Post Office: postal clerks and customers.
Food	Restaurant: host/ess, waiter/ess, busperson, cashier, cook, customer.
On the Job	Work Setting: supervisor explains tasks to employees.
Clothing	Department Store: clerks and customers exchanging items.
Personal ID	Party: hosts and guests.

MATCHING GAME

Purpose

To reinforce vocabulary and structures taught.

Directions

Prepare sets of 3 x 5 cards with pairs of words or visuals. Cards are put in two stacks on the table. Students pick one card from each stack, hoping to find a pair. If the cards match (a pair), student makes a statement/sentence about the pair. This activity can be done in as many small groups as there are sets of cards available.

Example

Employment: Cards with job titles and corresponding work tasks.

1. Titles (cashier)
2. Tasks (takes money)

*A cashier takes money.

Variations

1. Use pictures instead of words.
2. Use words and abbreviations.
3. Use three stacks of cards.

Applications

Clothing	1. Weather conditions (cold). 2. Clothes (coat). *It's cold. Wear a coat.
Health	1. Sick/injured people (headache). 2. Treatment (aspirin). *I have a headache. Take an aspirin.
Finding a Job	1. Want ad abbreviations (F.T.). 2. Full forms of the abbreviations (full-time). *"F.T." means full-time.
Community Services	1. Envelopes with incomplete addresses. 2. Missing components of addresses. *What's the zip code? It's 20715.

INFORMATION GAP

Purpose

To practice asking and answering questions. Reinforces speaking and listening skills as students are forced to understand each other and to make themselves understood. Good to practice asking for clarification.

Directions

Teacher prepares a master handout that can be used to delete different pieces of information on two sets of handouts. Handout "A" will have some information deleted that handout "B" will provide. Handout "B" will have some other pieces of information deleted that handout "A" will provide. Class is divided in pairs, one student with "A" and the other with "B." Students must ask partner questions to get information necessary to fill in missing information.

Example

Food: Have a simple menu prepared with different prices deleted on handouts "A" and "B."

Variations

1. Handouts may be pictures, maps, or charts.
2. Students can go into the community with a questionnaire to gather information from two different places (e.g., two local stores, two banks, two adult education programs).

Applications

Housing	Diagrams of houses/apartments with missing pieces of furniture.
Transportation	Grid maps with buildings missing or unnamed.
On the Job	Schedule of workers' tasks, deleting tasks at different times/days.
Family	Family tree with different relationships/ages not filled in.
Clothing	Department store floor plans with different departments unnamed.

PROBLEM SOLVING

Purpose

To practice skills of persuading, compromising, agreeing, and disagreeing.

Directions

The teacher presents a problem or situation and provides some possible choices or solutions. The students work in small groups to come to a consensus about which solutions/choices are the best. Finally, each group must present its decision and reasoning to the whole class.

Example

Housing: Students are given a visual of a house in disrepair. Tell them that the landlord will only repair three problems this month. Each group must decide which three problems should be corrected first. (Sample problems: broken steps, broken front window, leaking ceiling, broken front door lock, broken toilet, clogged kitchen sink, no bathroom light, broken refrigerator door.)

Variations

Present problem/situation but offer no choices or solutions.

Applications

Finding a Job	Hire one person for a particular job, given a job description. Read five resumes and decide which person should get the job.
Food	Open a new international restaurant in town. Decide name, how to decorate, menu items, and prices.
Housing	Use local housing ads to find a house/apartment for a specified family.
On the Job	Present a cultural misunderstanding that might arise between two employees. Decide how to best handle the situation.

CIRCLE CUES*

Purpose

To practice asking and answering questions. Good for practice in expressing needs and seeking advice.

Directions

Students sit in a circle. Each student has a card with a picture or written cue. The teacher starts by asking one student a question such as, "What would you like to eat?" Student then looks around at the pictures available and says, "I'd like a _____." The student holding that picture must then give it to the student requesting the item. Students then continue asking and answering, and teacher steps outside the circle.

Example

Food: Cards with food pictures.

A: What would you like to eat?
B: I'd like a hamburger.
C: Here's your hamburger. (Here you are.)
B to C: What would you like?
C: I'd like a salad.
B: Here you are.
etc.

Housing: Cards with apartment needs on one side and apartments available on the other.

A: I need a two-bedroom apartment.
B: I have one for $400, no utilities included.
C: I have a two-bedroom apartment for $400 with utilities.
A: Thanks, I'll take the $400 apartment with utilities.

Variations

Student A can state need and then have others offer what is on their cue cards. Student A can reject offers until he/she hears one that is acceptable.

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*From IESL/CO Resource Manual, Volume II.

CIRCLE CUES (Cont'd)

Applications

Clothing — Pictures of clothing with prices.

Health — Cards with appointment times and dates.

A: I need a dentist appointment for the 23rd.
B: I have one at 2:00.
A: I can't come then.
C: I have one at 3:00.
A: Thank you. I'll come at 3:00.

Finding a Job — Cards with jobs, salaries, and conditions.

A: I'm looking for a job.
B: I have a cleaner job at $3.50/hour.
C: I have a busperson job at $3.35/hour, plus tips.
A: Oh, good. I'll take the busperson job.

APPENDIX E

SUGGESTED RESOURCES

This is a list of the resources cited on the performance objective pages. The annotations indicate books which can serve as core texts for the specified levels.

Boyd, John R., and Mary Ann Boyd. Before Book One. New York: Regents Publishing Company, Inc., 1982.

Breyer, Pamela. GrammarWork 1 and 2. New York: Regents Publishing Company, Inc., 1982.

Carver, Tina Kasloff, and Sandra Douglas Fotinos. A Conversation Book: English in Everyday Life, Books One and Two. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

DeFilippo, Judy, and Michael Walker. Lifeskills 1 and 2. Reading, Massachusetts: Addison Wesley Publishing Company, 1982. (A-II, B-I)

Ferreira, Linda. Notion by Notion. Rowley, Massachusetts: Newbury House Publishers, Inc., 1977.

Foley, Barbara, Howard Poman, and Gretchen Dowling. Lifelines 1. New York: Regents Publishing Company, Inc., 1981.

Freeman, Daniel B. Speaking of Survival. New York: Oxford University Press, 1982. (B-II, A-III)

Husak, Glen, Patricia Pahre, and Jane Stewart. The Work Series. Sewickley, Pennsylvania: Hopewell Books, Inc., 1976.

Keltner, Autumn, and Gretchen Bitterlin. English for Adult Competency, Book II. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. (B-III)

Keltner, Autumn, Leann Howard, and Francis Lee. English for Adult Competency, Book I. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. (A-III, B-II)

Molinsky, Steven J., and Bill Bliss. Side by Side, Books One and Two. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

Motta, Janice C., and Kathryn L. Riley. Impact! Books 1 and 2. Reading, Massachusetts: Addison-Wesley Publishing Company, 1982. (A-II)

Mrowicki, Linda, and Peter Furnborough. A New Start. Student's Book and Literacy Workbooks 1 and 2. Exeter, New Hampshire: Heinemann Educational Books, 1982. (Literacy, A-I)

Robinson, Catherine, and Jenise Rowekamp. Speaking Up at Work. St. Paul, Minnesota: International Institute of Minnesota.

Savage, K. Lynn, Mamie How, and Ellen Lai-Shan Yeung. English that Works, 1 and 2. Glenview, Illinois: Scott, Foresman and Company, 1982. (A-III, B-II, B-III)

Schurer, Linda, Editor. Everyday English, Volume I. San Francisco, California: The Alemany Press, 1979. (A-I)

Wardhaugh, Ronald, et al. English for a Changing World, Cue Books 1 and 2. Glenview, Illinois: Scott, Foresman and Company, 1976.

Other useful resources, not indexed to the curriculum, can be obtained from the following publishers:

The Alemany Press

Live Action English for Foreign Students

Hopewell Books, Inc.

The Money Series
The Health Series

Longmans Inc.

Around Town
It's Up to You

National Textbook Company

Building Real Life English Skills
Play and Practice
The Vocabulary Builder

Newbury House Publishers

Can't Stop Talking
The Non-Stop Discussion Workbook

Oxford University Press

Jazz Chants
Jazz Chants for Children
Oxford Picture Dictionary of American English

ONE HUNDRED SAMPLE QUESTIONS THAT CAN BE ASKED BY THE INS

TO THE TEACHERS:
The following is a list of 100 questions supplied to us by INS that are commonly asked of amnesty candidates preparing for their permanent residence card. They have been reorganized by us into categories related to what you are teaching. We strongly urge you to use these questions or the information in them, if the it is appropriate for the level that you are teaching. We have also analyzed our progress reports and have listed a corresponding question number next to competiences that we may cover in class. Progress reports may be found at the end of this supplement.

I. AMERICAN INSTITUTIONS AND TRADITIONS

A. THE FLAG

1. What are the colors of our flag?
   Red, White, and Blue

2. How many stars are there in our flag?
   Fifty (50)

3. What color are the stars on our flag?
   White

4. What do the stars on the flag mean?
   One for each state in the union

5. How many stripes are there in the flag?
   Thirteen (13)

6. What color are the stripes?
   Red and White

7. What do the stripes on the flag mean?
   They represent the original 13 states

62. What is the national anthem of the United States?
   The Star-Spangled Banner

63. Who wrote the Star-Spangled Banner?
   Francis Scott Key

B. CITIZENSHIP

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
Form N-400, "Application to File Petition for Naturalization"

86. Name one benefit of being a citizen of the United States.
Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live.

87. What is the most important right granted to U.S. citizens?
The right to vote

C. ELECTIONS

29. **Who elects Congress?**
The people

65. What is the minimum voting age in the United States?
Eighteen (18)

95. In what month do we vote for the President?
November

99. What are the 2 major political parties in the U.S. today?
Democratic and Republican

D. THE STATES

8. How many states are there in the Union?
Fifty (50)

47. What are the 49th and 50th states of the Union?
Hawaii and Alaska

100. How many states are there in the United States?
Fifty (50)

E. THANKSGIVING

55. Why did the Pilgrims came to America?
For religious freedom

58. What holiday was celebrated for the first time by the American colonists?
Thanksgiving

73. Who helped the Pilgrims in America?
The American Indians (Native Americans)

74. What is the name of the ship that brought the Pilgrims to America?
The Mayflower

F. JULY 4TH

9. What is the 4th of July?
Independence Day

10. What is the date of Independence Day?
July 4th

11. Independence from whom?
England

12. What country did we fight during the Revolutionary War?
England

13. Who was the first President of the United States?
George Washington

59. Who was the main writer of the Declaration of Independence?
Thomas Jefferson

60. When was the Declaration of Independence adopted?
July 4, 1776

61. What is the basic belief of the Declaration of Independence?
That all men are created equal

75. What were the 13 original states of the U.S. called?
Colonies

G. HISTORICAL PEOPLE

45. Who said, "Give me liberty or give me death."?
Patrick Henry

13. Who was the first President of the United States?
George Washington

71. Which President is called the "Father of our country"?
George Washington

94. Which President was the first Comander in Chief of the U.S. military?
George Washington

59. Who was the main writer of the Declaration of Independence?
Thomas Jefferson

68. Who was President during the Civil War?
Abraham Lincoln

69. What did the Emancipation Proclamation do?
Freed many slaves

79. Which President freed the slaves?
Abraham Lincoln

49. Who was Martin Luther King, Jr.?
A civil rights leader

II. OUR GOVERNMENT

A. THE GOVERNMENT STRUCTURE

* ORGANIZATION:

23. How many branches are there in our government?
Three (3)

24. What are the three branches of our government?
Legislative, Executive, and Judiciary

78. What kind of government does the United States have?
Republican

* LOCAL GOVERNMENTS:

50. Who is the head of your local government?
(insert local information)

57. What is the head executive of a city government called?
Mayor

* STATE GOVERNMENTS:

40. What is the capital of your state?
(insert local information)

56. What is the head executive of a state government called?
Governor

41. Who is the current governor of your state?
(insert local information)

B. CONSTITUTION

19. What is the Constitution?
The supreme law of the land

20. Can the Constitution be changed?
Yes.

21. What do we call a change to the Constitution?
Amendments

22. How many changes or amendments are there to the Constitution?
Twenty-Six (26)

38. What is the supreme law of the United States?
The Constitution

64. Where does freedom of speech came from?
The Bill of Rights

65. What is the minimum voting age in the United States?
Eighteen (18)

80. In what year was the Constitution written?
1787

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
Everyone (citizens and non-citizens living in the U.S.)

85. What is the introduction to the Constitution called?
The Preamble

C. THE BILL OF RIGHTS

39. What is the Bill of Rights?
The first 10 amendments of the Constitution

76. Name 3 rights or freedoms guaranteed by the Bill of Rights.

1. **The right of freedom of speech, prese, religion, peaceable assembly and requesting change of government.**
2. **The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).**
3. **The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent**

4. The government may not search or take a person's property without a warrant.
5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
7. The right to trial by jury in most cases.
8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
9. The people have rights other than those mentioned in the Constitution.
10. Any power not given to the federal government by the Constitution is a power of either the state or the people.

81. What are the first 10 amendments to the Constitution called?
The Bill of Rights

92. Name one right guaranteed by the first amendment.
Freedom of: speech, press, religion, peaceable assembly, and requesting change of the government.

C. THE PRESIDENCY

13. Who was the first President of the United States?
George Washington

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.

* Must be a natural born citizen of the United States;
* Must be at least 35 years old by the time he/she will serve;
* Must have lived in the United States for at least 14 years

14. Who is the President of the United States today?
George Busch

15. Who is the Vice-President of the United States today?
Dan Quayle

16. Who elects the President of the United States?
The electoral college

17. Who becomes President of the United States if the President should die?
Vice-President

18. For how long do we elect the President?
Four years

48. How many terms can a President serve?
Two (2)

35. What is the executive branch of our government?
The President, cabinet, and departments under the cabinet members

70. What special group advises the President?
The Cabinet

42. Who becomes President of the United States if the President and the Vice-President should die?
Speaker of the House of Representatives

66. Who signs bills into law?
The President

89. What is the White House?
The President's official home

90. Where is the White House located?
Washington, D.C. (1600 Pensylvania Avenue, N.W.)

91. What is the name of the President's official home?
The White House

93. Who is the Commander in Chief of the U.S. military?
The President

95. In what month do we vote for the President?
November

96. In what month is the new President inaugurated?
January

D. CONGRESS

25. What is the legislative branch of our government
Congress

26. Who makes the laws in the United States?
Congress

27. What is Congress?
The Senate and the House of Representatives

28. What are the duties of Congress?
To make laws

29. Who elects Congress?
The people

30. How many senators are there in Congress?
100

31. Can you name the two senators from your state?
(insert local information)

32. For how long do we elect each senator?
6 years

33. How many representatives are there in Congress?
435

34. For how long do we elect the representatives?
2 years

52. Why are there 100 Senators in the Senate?
Two (2) from each state

77. Who has the power to declare war?
The Congress

83. Where does Congress meet?
In the Capitol in Washington, D.C.

88. What is the United States Capitol?
The place where Congress meets

97. How many times may a Senator be re-elected?
There is no limit

98. How many times may a Congressman be re-elected?
There is no limit

E. SUPREME COURT

36. What is the judiciary branch of our government?
The Supreme Court

37. What are the duties of the Supreme Court?
To interpret laws

43. Who is the Chief Justice of the Supreme Court?
William Rehnquist

53. Who selects the Supreme Court justices?
Appointed by the President

54. How many Supreme Court Justices are there?
Nine (9)

67. What is the highest court in the United States?
The Supreme Court

44. Can you name the thirteen original states?
Connecticut, New Hampshire, New York, New Jersey,

Massachusetts,Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland

F. MISC. QUESTIONS:

THE UNITED NATIONS

82. Name one purpose of the United Nations.
For countries to discuss and try to resolve world problems;to provide economic aid to many countries.

WORLD WAR II

46. Which countries were our enemies during World War II?
Germany, Italy, and Japan

Questions for the INS English/Civics Exam

1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice-President of the United States today?
16. Who elects the President of the United States?
17. Who becomes President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the three branches of our government?
25. What is the legislative branch of our government?
26. Who makes the laws in the United States?
27. What is Congress?
28. What are the duties of Congress?
29. Who elects Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representatives?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
42. Who becomes President of the United States if the President and the Vice-President should die?
43. Who is the Chief Justice of the Supreme Court?
44. Can you name the thirteen original states?
45. Who said, "Give me liberty or give me death?
46. Which countries were our enemies during World War I?
47. What are the 49th and 50th states of the Union?
48. How many terms can a President serve?
49. Who was Martin Luther King, Jr.?
50. Who is the head of your local government?

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
52. Why are there 100 Senators in the Senate?
53. Who selects the Supreme Court Justices?
54. How many Supreme Court Justices are there?
55. Why did the Pilgrims come to America?
56. What is the head executive of a state government called?
57. What is the head executive of a city government called?
58. What holiday was celebrated for the first time by the American colonists?
59. Who was the main writer of the Declaration of Independence?
60. When was the Declaration of Independence adopted?
61. What is the basic belief of the Declaration of Independence?
62. What is the national anthem of the United States?
63. Who wrote the Star-Spangled Banner?
64. Where does freedom of speech come from?
65. What is the minimum voting age in the United States?
66. Who signs bills into law?
67. What is the highest court in the United States?
68. Who was President during the Civil War?
69. What did the Emancipation Proclamation do?
70. What special group advises the President?
71. Which President is called the "Father of our country"?
72. What Immigration and Naturalization Service form is used to apply to become naturalized citizen?
73. Who helped the Pilgrims in America?
74. What is name of the ship that brought the Pilgrims to America?
75. What were the 13 original states of the U.S. called?
76. Name 3 rights or freedoms guaranteed by the Bill of Rights.
77. Who has the power to declare war?
78. What kind of government does the United States have?
79. Which President freed the slaves?
80. In what year was the Constitution written?
81. What are the first 10 amendments to the Constitution called?
82. Name one purpose of the United Nations.
83. Where does Congress meet?
84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
85. What is the introduction to the Constitution called?
86. Name one benefit of being a citizen of the United States?
87. What is the most important right granted to U.S. citizens?
88. What is the United States Capitol?
89. What is the White House?
90. Where is the White House located?
91. What is the name of the President's official home?
92. Name one right guaranteed by the first amendment.
93. Who is the Commander in Chief of the U.S. military?
94. Which President was the first Commander in Chief of the U.S. military?
95. In what month do we vote for the President?
96. In what month is the new President inaugurated?
97. How many times may a Senator be re-elected?
98. How many times may a Congressman be re-elected?
99. What are the 2 major political parties in the U.S. today?
100. How many states are there in the United States?

Answers

1. Red, White, and Blue
2. 50
3. White
4. One for each state in the Union
5. 13
6. Red and White
7. They represent the original 13 states
8. 50
9. Independence Day
10. July 4th
11. England
12. England
13. George Washington
14. Ronald Reagan
15. George Bush
16. The electoral college
17. Vice-President
18. Four years
19. The supreme law of the land
20. Yes
21. Amendments
22. 26
23. 3
24. Legislative, Executive, and Judiciary
25. Congress
26. Congress
27. The Senate and the House of Representatives
28. To make laws
29. The people
30. 100
31. (insert local information)
32. 6 years
33. 435
34. 2 years
35. The President, cabinet, and departments under the cabinet members
36. The Supreme Court
37. To interpret laws
38. The Constitution
39. The first 10 amendments of the Constitution
40. (insert local information)
41. (insert local information)
42. Speaker of the House of Representatives
43. William Renquist
44. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland
45. Patrick Henry
46. Germany, Italy, and Japan
47. Hawaii and Alaska
48. 2
49. A civil rights leader
50. (insert local information)
51. Must be a natural born citizen of the United States; Must be at least 35 years old by

the time he/she will serve; Must have lived in the United States for at least 14 years
52. Two (2) from each state
53. Appointed by the President
54. Nine (9)
55. For religious freedom
56. Governor
57. Mayor
58. Thanksgiving
59. Thomas Jefferson
60. July 4, 1776
61. That all men are created equal
62. The Star-Spangled Banner
63. Francis Scott Key
64. The Bill of Rights
65. Eighteen (18)
66. The President
67. The Supreme Court
68. Abraham Lincoln
69. Freed many slaves
70. The Cabinet
71. George Washington
72. Form N-400, "Applicaton to File Petition for Naturalization"
73. The American Indians (Native Americans)
74. The Mayflower
75. Colonies
76. Freedom of speech, religion and press
77. The Congress
78. Republican
79. Abraham Lincoln
80. 1787
81. The Bill of Rights
82. For countries to discuss and try to resolve world problems; to provide economic aid to many countries.
83. In the Capitol in Washington, D.C.
84. Everyone (citizens and non-citizens living in the U.S.)
85. The Preamble
86. Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live
87. The right to vote
88. The place where Congress meets
89. The President's official home
90. Washington, D.C. (1600 Pennsylvania Avenue, N.W.)
91. The White House
92. Freedom of: speech, press, religion, peaceable assembly, and, requesting change of the government
93. The President
94. George Washington
95. November
96. January
97. There is no limit
98. There is no limit
99. Democratic and Republican
100. Fifty (50)

HISTORY AND GOVERNMENT COMPETENCIES SEQUENCE

October-December Cycle

- COMMUNITY
- COLUMBUS DAY
- VETERANS' DAY
- THANKSGIVING
- CHRISTMAS

August-November

- COMMUNITY
- LABOR DAY
- COLUMBUS DAY
- VETERAN'S DAY

January-March Cycle

- COMMUNITY
- MARTIN LUTHER KING'S BIRTHDAY
- PRESIDENTS' DAY
- ST. PATRICK'S DAY

November-February Cycle

- COMMUNITY
- THANKSGIVING
- CHRISTMAS
- MARTIN LUTHER KING
- PRESIDENTS' DAY

April-June Cycle

- COMMUNITY
- GROWTH OF THE UNITED STATES
- MEMORIAL DAY
- FLAG DAY
- FOURTH OF JULY

February-May Cycle

- COMMUNITY
- GROWTH OF U.S.
- ST. PATRICK'S DAY
- MEMORIAL DAY
- FLAG DAY

July-September Cycle

- COMMUNITY
- FOURTH OF JULY
- GOVERNMENT
- LABOR DAY

May-August Cycle

- COMMUNITY
- FLAG DAY
- FOURTH OF JULY
- GOVERNMENT

CIVICS PROGRESS REPORT

LEVEL A1/2

COMMUNITY

_____ Identify country of origin on a world map or globe.
_____ Identify the United States on a world map or globe.
_____ Identify the number of states in the USA.(8,100)
_____ Describe responsibilities as students in the REEP program.

GROWTH OF THE UNITED STATES

_____ Identify the first Americans (Native Americans).
_____ Identify key states orally.(44,47)
_____ Identify Virginia on a US map.

GOVERNMENT

_____ Identify the current president.(14)
_____ Identify the residence of the US president.(89,91)
_____ Identify the Capitol as the building where Congress works.(83,88)

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LEVEL A1/2

MARTIN LUTHER KING'S BIRTHDAY

_____ Identify Martin Luther King and his importance to US history. (49)

PRESIDENTS' DAY

_____ Identify George Washington and his importance to US history. (13,71,94)
_____ Identify Abraham Lincoln and his importance to US history.(68,79)
_____ Identify US presidents on coins and bills.
_____ Identify the current president of the USA.(14)

ST. PATRICK'S DAY

_____ Identify two major ethnic groups that have come to the USA.

MEMORIAL DAY

_____ Identify why Memorial Day is celebrated.
_____ Identify two major wars.

FLAG DAY

_____ Identify and/or describe the US flag.(1-4,6,7)

FOURTH OF JULY (9,10)

_____ State the purpose of the Declaration of Independence.(60,61)
_____ Identify Thomas Jefferson as the main writer of the Declaration. (59)

LABOR DAY

_____ Identify why Labor Day is celebrated.
_____ Identify job titles and duties of people who work in the school.
_____ Identify job titles and duties of class members.

COLUMBUS DAY

_____ Identify Christopher Columbus.
_____ State the reason for his exploration.
_____ State the results of his exploration.

VETERANS' DAY

_____ Identify why Veterans' Day is celebrated.
_____ Identify two major wars.

THANKSGIVING DAY

_____ Identify the Pilgrims and their reasons for leaving their homelands. (55)
_____ Identify the Mayflower. (74)
_____ Identify when and how Thanksgiving is celebrated(58)

CHRISTMAS/WINTER HOLIDAYS

_____ Identify when and how Christmas is celebrated.
_____ Identify major religions in the USA and home countries.

_____
STUDENT'S SIGNATURE DATE

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HISTORY & GOVERNMENT
PROGRESS REPORT
LEVEL A3/[redacted]

COMMUNITY

_____ Identify country of origin | on a world map or globe.
_____ Identify the U.S.A. on a world map.
_____ Identify the number of states in the United State. (8,100)
_____ •Identify Virginia and 4 other states on a U.S. map. (44,47)
_____ Identify Arlington on a D.C. Metropolitan Region map.
_____ •Identify the governor of Virginia. (56,41)
_____ Describe responsibilities as students at Wilson School.
_____ Identify state and local regulations.
_____ Identify community services.
_____ Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH OF THE UNITED STATES

_____ Identify the first Americans.
_____ Identify the first settlers and why they came. (55)
_____ •Identify five major regions of the U.S.
_____ Identify key states on a U.S. map. (44,47)
_____ •Define frontier and pioneer.

GOVERNMENT

_____ •Identify the three branches of government and the function of each. (23-28,35-37)
_____ •Identify the three levels of government.
_____ •Identify the type of government that Arlington has. (50)
_____ Identify the branch of government in which the president and vice president work. (35)
_____ •State two powers of the President. (66,93)
_____ Identify the current president. (14)
_____ Identify the residence of the U.S. President. (89-91)
_____ Identify the branch of government in which congress works. (25)
_____ •State two responsibilities of Congress. (26,28,77)
_____ Identify the Capitol as the building where Congress works (83,88)
_____ Identify the responsibilities of the Supreme Court. (37,67)
_____ Identify the Supreme Court building.
_____ •Name the two Senators from Virginia and the Congressman from Arlington. (31)

MARTIN LUTHER KING'S BIRTHDAY

_____ Identify Martin Luther King and his importance to U.S. history.(49)
_____ •Define discrimination and segregation.
_____ •Name the two Presidents who aided the Civil Rights Movement in the 1960's.

PRESIDENTS' DAY

_____ Identify George Washington and his importance to U.S. history. (13,71,94)
_____ Identify Abraham Lincoln and his importance to U.S. history. (68,69,79)
_____ •Identify the Revolutionary War and the Civil War.(11,12)
_____ Identify the U.S. presidents who appear on coins and bills.
_____ Identify the current president of the United States.(14)
_____ Name the residence of the U.S. President. (89)
_____ Identify two of the qualifications for the president of the U.S.(51)

ST. PATRICK'S DAY

_____ Identify the ethnic group that celebrates this day.
_____ •Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

MEMORIAL DAY

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ •Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.(46)
_____ •Explain the difference between police and the military.

FLAG DAY

_____ Identify and describe the U.S. flag.(1-7)
_____ Identify two of the thirteen colonies.(44)
_____ Identify five states [redacted] 4,49[redacted]
_____ [redacted] "Star-Spangled Banner" and its author 462 611

30[illegible]

30[illegible]

FOURTH OF JULY (9,10)

_____ State the purpose of the Declaration of Independence. (60,61)
_____ *Identify the Revolutionary War. (11,12)
_____ *Name the form of government of the U.S. and explain what it means. (78)
_____ Identify Thomas Jefferson and his contribution to the Declaration of Independence. (59)
_____ Identify Benjamin Franklin and his importance to the Revolutionary War.
_____ Identify George Washington and his importance to the Revolutionary War and the new government. (13,71,94)
_____ Identify the presidents on money.
_____ Identify two freedoms that we have in the U.S. (92,64)

LABOR DAY

_____ Identify why and how it is celebrated.
_____ Identify job titles of people who work in the school.
_____ *Describe labor unions.
_____ *Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
*Name two important inventions of the Industrial Revolution.

COLUMBUS DAY

_____ Identify Christopher Columbus.
_____ State the reason for his exploration.
_____ State the results of his exploration.
_____ Identify another major explorer of North America.

VETERANS' DAY

Identify why and how it is commemorated.
Identify two major wars in which the United States participated.
*Identify two countries that fought with and two countries that fought against the United States in World War I and World War II. (46)
*Explain the difference between police and the military.

THANKSGIVING

_____ Identify the Pilgrims and their reason for leaving their country. (55)
_____ Name where they landed.
_____ Name the participants in the first Thanksgiving fea (58,73)
_____ *Name the countries where early American settlers came from and the areas where they settled.
_____ *Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast. (75,44)
_____ Identify two freedoms we have in the U.S., including freedom of religion. (92,64)
_____ Describe when and how thanksgiving is celebrated. (74)

CHRISTMAS

_____ Explain freedom of religion.
_____ Identify major religions in the U.S. and in country of origin.
_____ Identify when, by whom, and how Christmas is celebra in the U.S.

LEVEL A3/B2

STUDENT'S SIGNATURE DATE 30.

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HISTORY & GOVERNMENT
PROGRESS REPORT
LEVEL A3/88

COMMUNITY

_____ Identify country of origin (on a world map or globe.
_____ Identify the U.S.A. on a world map.
_____ Identify the number of states in the United State. (8,100)
_____ •Identify Virginia and 4 other states on a U.S. map. (44,47)
_____ Identify Arlington on a D.C. Metropolitan Region map.
_____ •Identify the governor of Virginia. (56,41)
_____ Describe responsibilities as students at Wilson School.
_____ Identify state and local regulations.
_____ Identify community services.
_____ Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH OF THE UNITED STATES

_____ Identify the first Americans.
_____ Identify the first settlers and why they came. (55)
_____ •Identify five major regions of the U.S.
_____ Identify key states on a U.S. map. (44,47)
_____ •Define frontier and pioneer.

GOVERNMENT

_____ •Identify the three branches of government and the function of each. (23-28,35-37)
_____ •Identify the three levels of government.
_____ •Identify the type of government that Arlington has. (50)
_____ Identify the branch of government in which the president and vice-president work. (35)
_____ •State two powers of the President. (66,93)
_____ Identify the current president. (14)
_____ Identify the residence of the U.S. President. (89-91)
_____ Identify the branch of government in which congress works. (25)
_____ •State two responsibilities of Congress. (26,28,77)
_____ Identify the Capitol as the building where Congress works (83,88)
_____ Identify the responsibilities of the Supreme Court. (37,67)
_____ Identify the Supreme Court building.
_____ •Name the two Senators from Virginia and the Congressman from Arlington. (31)

MARTIN LUTHER KING'S BIRTHDAY

_____ Identify Martin Luther King and his importance to U.S. history.(49)
_____ •Define discrimination and segregation.
_____ •Name the two Presidents who aided the Civil Rights Movement in the 1960's.

PRESIDENTS' DAY

_____ Identify George Washington and his importance to U.S. history. (13,71,94)
_____ Identify Abraham Lincoln and his importance to U.S. history. (68,69,79)
_____ •Identify the Revolutionary War and the Civil War.(11,12)
_____ Identify the U.S. presidents who appear on coins and bills.
_____ Identify the current president of the United States.(14)
_____ Name the residence of the U.S. President. (89)
_____ Identify two of the qualifications for the president of the U.S.(51)

ST. PATRICK'S DAY

_____ Identify the ethnic group that celebrates this day.
_____ •Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

MEMORIAL DAY

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ •Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.(46)
_____ •Explain the difference between police and the military.

FLAG DAY

_____ Identify and describe the U.S. flag.(1-7)
_____ Identify two of the thirteen colonies.(44)
_____ Identify five states other than Virginia.(44,[illegible])
_____ [illegible]

FOURTH OF JULY (9,10)

_____ State the purpose of the Declaration of Independence. (60,61)
_____ *Identify the Revolutionary War. (11,12)
_____ *Name the form of government of the U.S. and explain what it means. (78)
_____ Identify Thomas Jefferson and his contribution to the Declaration of Independence. (59)
_____ Identify Benjamin Franklin and his importance to the Revolutionary War.
_____ Identify George Washington and his importance to the Revolutionary War and the new government. (13,71,94)
_____ Identify the presidents on money.
_____ Identify two freedoms that we have in the U.S.(92,64)

LABOR DAY

_____ Identify why and how it is celebrated.
_____ Identify job titles of people who work in the school.
_____ *Describe labor unions.
_____ *Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
_____ *Name two important inventions of the Industrial Revolution.

COLUMBUS DAY

_____ Identify Christopher Columbus.
_____ State the reason for his exploration.
_____ State the results of his exploration.
_____ Identify another major explorer of North America.

VETERANS' DAY

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ *Identify two countries that fought with and two countries that fought against the United States in World War I and World War II. (46)
_____ *Explain the difference between police and the military.

THANKSGIVING

_____ Identify the Pilgrims and their reasons for leaving their country. (55)
_____ Name where they landed.
_____ Name the participants in the first Thanksgiving feast. (58,73)
_____ *Name the countries where early American settlers came from and the areas where they settled.
_____ *Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast. (75,44)
_____ Identify two freedoms we have in the U.S., including freedom of religion. (92,64)
_____ Describe when and how thanksgiving is celebrated.(74)

CHRISTMAS

_____ Explain freedom of religion.
_____ Identify major religions in the U.S. and in country of origin.
_____ Identify when, by whom, and how Christmas is celebrated in the U.S.

LEVEL A3/B2

STUDENT'S SIGNATURE _____ DATE _____

31.

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